

**EFFECTIVENESS OF STUDY SKILL TECHNIQUES TO REDUCE  
STRESS AND IMPROVE COPING STRATEGIES AMONG HIGHER  
SECONDARY SCHOOL STUDENTS IN SELECTED SCHOOL AT  
SOTHUPAKKAM.**

**By**

**Ms. JAYANTHIS**



**A Dissertation submitted to**

**THE TAMILNADU Dr.M.G.R. MEDICAL UNIVERSITY**

**CHENNAI.**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR**

**THE DEGREE OF MASTER OF SCIENCE IN NURSING**

**SEPTEMBER - 2014**

## **CERTIFICATE**

This is to certify that **“EFFECTIVENESS OF STUDY SKILL TECHNIQUES TO REDUCE STRESS AND IMPROVE COPING STRATEGIES AMONG HIGHER SECONDARY SCHOOL IN SELCTED SCHOOL AT SOTHUPAKKAM”** is a bonafide work done by **Ms.JAYANTHI.S. M.Sc (N) II Year Student**, Adhiparasakthi College of Nursing, Melmaruvathur, in partial fulfillment of **THE TAMILNADU Dr. M. G. R. MEDICAL UNIVERSITY** rules and regulations towards the award of the degree of **Master of Science in Nursing, Branch-V, Mental Health Nursing**, under my guidance and supervision during the academic year 2012- 2014.

**SIGNATURE**

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**Dr. N. KOKILAVANI, M.Sc., (N), M.A., M.phil., Ph.D.,  
PRINCIPAL,**

Adhiparasakthi College of Nursing,

Melmaruvathur - 603 319,

Kanchipuram District,

Tamil Nadu



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**Branch –V, Mental Health Nursing,**

**Adhiparasakthi College of Nursing,**

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**Signature** \_\_\_\_\_

**Dr. N. KOKILAVANI, M.Sc., (N), M.A., M.phil., Ph.D.,  
PRINCIPAL AND HEAD OF THE DEPARTEMT -RESEARCH,  
ADHIPARASAKTHI COLLEGE OF NURSING,  
MELMARUVATHUR - 603 319**

**Signature** \_\_\_\_\_

**Mr. C. KIRUBAKARAN, M.Sc.,(N).,  
HEAD OF THE DEPARTMENT-PSYCHIATRIC NURSING.,  
ADHIPARASAKTHI COLLEGE OF NURSING,  
MELMARUVATHUR - 603319**

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**Branch –V, Mental Health Nursing,**

**Adhiparasakthi College of Nursing,**

**Melmaruvathur – 603 319.**

A Dissertation submitted to **THE TAMIL NADU  
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**Internal Examiner**

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**External Examiner**

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# CHAPTER 1

## INTRODUCTION

“There is only one thing that makes a dream impossible to achieve: the fear of failure.”  
- **Paulo Coelho**

Academic stress refers to the pressure to perform well in final school examinations and competitive examinations that is experienced by higher secondary students. For some students, the experience of academic stress leads to a sense of distress, which is generally manifested in a variety of psychological and behavioral problems.

It is important to note that this issue is one that affects a small proportion of Indian youth, i.e., those who are fortunate enough to attend and graduate from higher secondary school its about 12-15 million students per year 2012. Mental health professionals in India, however, have identified academic pressure as an acute stress factor that leads to mental distress, and in extreme cases, to suicide.

Psychologist **Dr. Matthew Kurien** says, “are under pressure to deliver at school; they are under pressure to appear for competitive exams”. Around exam time and when exam results are announced, when academic stress is very high, suicide hotlines in many cities across the country. Youth suicide,

however, is only the tip of the iceberg, which masks the generalized anxiety and depression experienced by many higher secondary school students.

**Lee & Larson, et al., (2009)** conducted a study at Korea and Japan have found that students who experience academic stress express their distress in a variety of ways, including in terms of depression, anxiety, and somatic symptoms. Study suggested that there are many sources of academic stress. Students may feel stressed, and as a result distressed, by their own high academic expectations. Study finding discussed that sources of academic stress, includes parents, teachers, school administrators, and larger societal origins.

**Malanchuk, et al., (2001)** Study suggested that parents have a particularly strong influence on their student education in a variety of ways. Parents may have high expectations for their student future, hold positive beliefs about their student abilities, and involve themselves in their student education.

**Kim, et al., (2009)** conducted a study with East Asian immigrant families have identified parents make financial and social adjustments to their lifestyle in order to advance their students' academic and professional outcomes, or create an environment that promotes academic achievement.

**Dworkin, et al., (2009)** report revealed that Indian parents are known to be deeply involved in their children's education; at present, little is known about the role of parents in the student experience of academic stress and adolescent distress.

**GrewalHirdi Pal, et al., (2009)** conducted a study on relationship between study habit and Academic achievement of ninety randomly selected higher secondary students. The major findings of the study show that home environment of the students, planning of schedule and the relationship between concentration for examinations and academic were significant.

**Raymond Perry. P, et al., (2010)** conducted a study on academic emotions changes in student self-regulated learning and achievement. Study discussed that different academic emotions and a self-report instrument measuring students' enjoyment, hope, pride, relief, anger, anxiety, shame, hopelessness, stress and coping. Study results showed that academic success are significantly related to students' motivation, learning strategies, cognitive resources, self-regulation, and academic achievement, coping ability, peer relation as well as to personality.

## **NEED FOR THE STUDY**

Stress is one of the body's natural responses to something that is threatening or frightening. It is something that we all experience from time to time. Success in examinations is just one indicator of learning having taken place. The reality, however, is that it is perceived as the only one by many, particularly in competitive school entry, tertiary education admissions and the job market. So, as the examination pressures start to build for youngsters.

**Weiten, et al., (2009)** proposes that stress is an epidemic in the twenty first century that commonly affects all of us on a daily basis, when considering minor stress from environmental conditions. Stress as any circumstances that threaten or perceived to threaten one's well-being and there by tax one's coping abilities.

According to the **American Health Association's (2009)** survey, the one greatest health obstacle to higher secondary school students' academic performance was lead the students into academic stress. 97,357 higher secondary school students was participated in the survey, 32 percent reported that academic stress had resulted in an incomplete, a dropped course or a lower grade. Academic stress can be the ultimate career stopper. Study showed that students are experienced the highest levels of stress and anxiety, less coping strategies to overcome from the stress. Youth suicide has been a serious problem in many countries over the past four decades; with school counselors, school personnel, psychologists and social workers attempting to prevent, detect and secure assistance for the students.

**According to WHO (2011)** Survey report revealed that every year 2 lacks teenagers worldwide commit suicide while about 4 million adolescents attempt it. In India about 20 students kill themselves every day due to the stress related to exams, wanting to secure seats in prestigious schools, according to the National Crime Records Bureau. South India is considered the world's suicide capital; especially Kerala, the first fully literate Indian state, has the highest number of suicides committed daily.



**Pritiarun, et al., (2009)** conducted a study to find out stress, psychological health, and presence of suicidal ideas in higher secondary school students. 2402 samples were selected 45.8% had psychological problems, half (1201 students) perceived problems in their role as students, 45% reported academic stress, (8.82%) students reported that life was a burden, 6% reported suicidal ideas and 0.39% students reported suicidal attempt. Study results finding revealed that student's perception of life as a burden and class they were studying, psychological problems and problems students experienced in relation to study, peers, future planning and with parents.

**MuhamadSaiful.B, et al., (2013)** studied the prevalence of psychological distress, Stressors and coping strategies among high school students and contributing factors to psychological distress of the students. Stressor Questionnaire were used to measure psychological stress, Stressors and coping strategies respectively. Approximately 47.6% of the respondents had psychological distress with major Stressors being academic related. Negative coping methods were commonly used by distressed respondents. Study concluded that prevalence of psychological distress among high school students was significantly high.

**Respicius R, et al., (2013)** reported that Study skills are helping the student to approaches applied to learning and improving coping strategies in higher secondary school students prevent from academic stress. Study revealed

that students are success in school for acquiring good grades, and useful for learning throughout one's life need to follow the proper lifestyle study skills. Study concluded that most students fail in examinations simply because they lack in study skills or lack of examination techniques.

**Dr. Bob Kizlik (2014)** study stated that everyone is different, from students to students. Study discussed that poor study skills lead to waste of time, frustration, and low or failing grades. The higher secondary school students are more prone to academic stress and suicidal ideation and it is essential to reduce their stress and improve their coping strategies. Hence, the investigator has chosen the present study to assess the effectiveness of study skill techniques to reduce stress and improve coping strategies among higher secondary school students.

## **STATEMENT OF THE PROBLEM**

**Effectiveness Of Study Skill Techniques to Reduce Stress And Improve Coping Strategies Among Higher Secondary School Students At Sothupakkam.**

## **OBJECTIVES**

- to assess the pretest stress level and coping strategies among the higher secondary school students.
- to assess the posttest stress level and coping strategies of study skill techniques to reduce stress and improve coping strategies among higher secondary school students.

- to compare pretest and posttest of stress level & coping strategies among higher secondary school students .
- to association of the effectiveness of study skill techniques to reduce stress and to improve coping strategies among higher secondary school students with demographic variables.

## **OPERATIONAL DEFINITIONS**

### **EFFECTIVENESS**

It refers to the outcome of teaching the study skill technique to reduce the stress and readiness to improve the coping strategies among higher secondary school students as evidenced by the posttest scores.

### **STUDY SKILL TECHNIQUES**

It refers to techniques that assist the individual to be an effective learner. The techniques include time management, active learning, reading comprehension, presentation skill, memory technique, communicating subject matter, test taking & preparation, student's responsibility and subject specific skills to reduce the stress and to improve coping strategies.

### **STRESS**

It refers to the academic stress which constraints and diminishes the student performance which includes poor interest, lack of concentration and self-confidence, conflicts with teachers, feeling of inferiority, etc.

## **COPING STRATEGIES**

It refers to both behavioral and psychological efforts, that students employ to master, tolerate, reduce, or minimize the academic stressful events.

## **HYPOTHESIS**

**H1:**There will be a significant difference between the pretest and posttest score of stress and coping strategies by study skill techniques.

## **DELIMITATIONS**

- The period of study was limited to 6 weeks

## **PROJECTED OUTCOME**

Teaching the study skill techniques to reduce the stress and to improve the coping strategies among higher secondary students.

## CONCEPTUAL FRAMEWORK

Conceptual framework is a theoretical approach to study problem that are scientifically based and emphasis the selection, arrangement and classification of the concepts. The conceptual frame work for present study is based on the general system theory with input, output and feedback. This was first introduced by **Modified LUDWING VON BERTALANFFY General System Theory (2014)**

. According to this theory, a system is a group of elements that interact with one another in order to achieve the goal. An individual is a system because he receives input from environment. The input when processed provides an output. All living system is open. There is a continues state of matter, energy, and information. The system is a cyclical in nature and continuous to as long as the four parts input, through put, output and feedback keeping interaction with each other. If there is any change in any part, there will be alteration in other part. Feed back within the system or from the environment provides information which helps system to determine the adjustment level.

### INPUT

It consists of information material or energy that enters into the system. The input includes the demographic variables such as age, sex, religion, care taker, educational status of primary care taker, occupationalstatus of primary

care taker, family system, and family income per month, number of siblings, academic score, and leisure time activity.

## **THROUGHPUT**

It is absorbed by the system it is processed in a way use full to the system .In, this study through put refers to the assessment of academic stress level and coping strategies among higher secondary school students with Academic Stress Scale and Simplified Coping Style Questionnaire

## **OUTPUT**

It refers to energy matter or information disposed by the system as a result of its process. In the present study refers to reduce the stress and improve coping strategies by higher secondary school students.

## **FEEDBACK**

It is the process of that enables the system to regulate itself and provides information about system output and its feed back as input. In this study samples that have mild, moderate & severe academic stress and coping strategies should be reassessed.

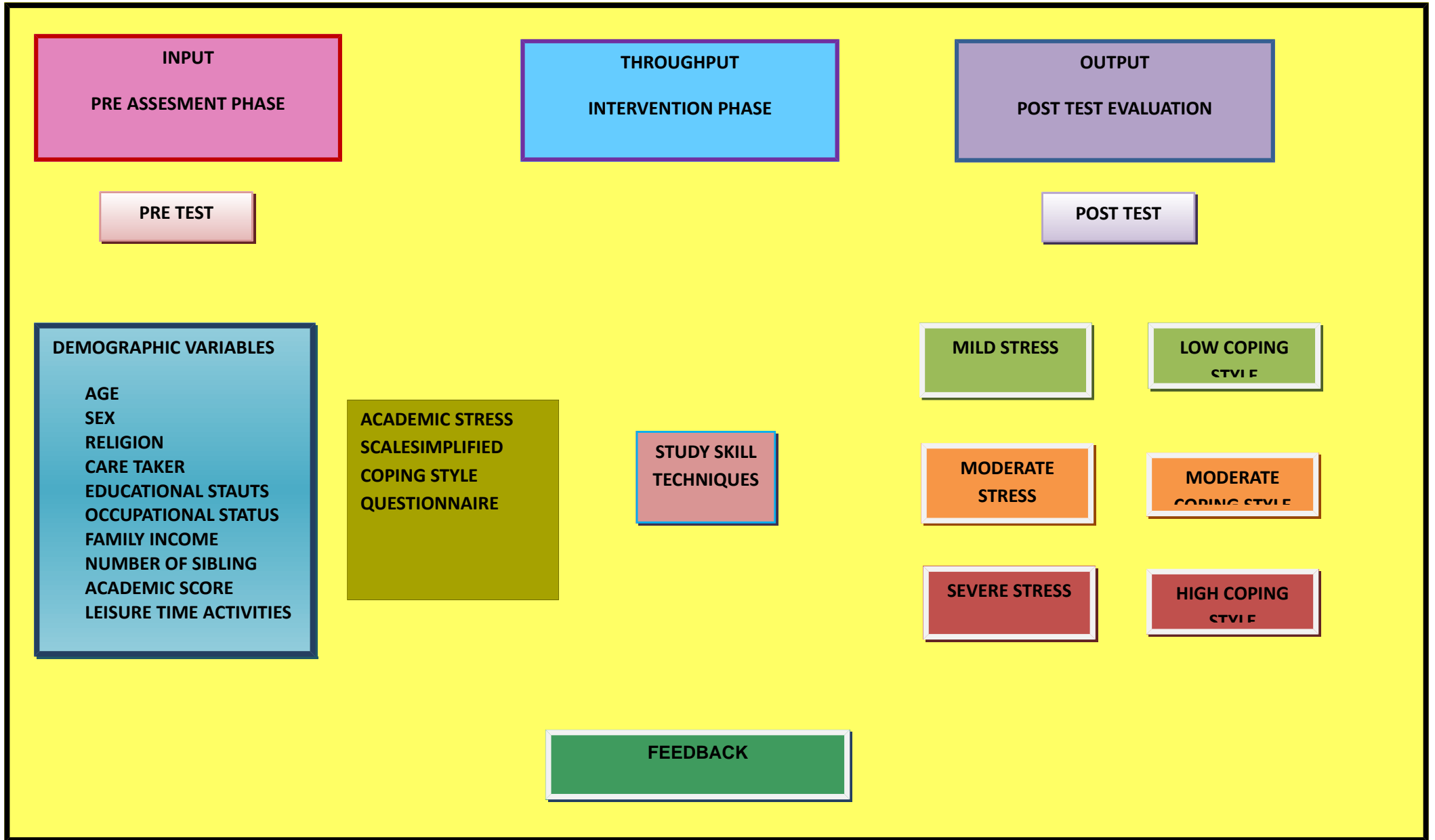


FIG 1.1 MODIFIED LUDWING VON BERTALANFFY GENERAL SYSTEM THEORY(2014)

## **CHAPTER -II**

### **REVIEW OF LITERATURE**

Review of literature is an essential component of the research process. It is a critical examination of publications related to the topic of interest. Review should be comprehensive and evaluative. It helps to plan and conduct the study in a systematic and scientific manner. For the present study, the related literature was reviewed and organized as following.

**PART-1: literature related to academic stress and coping strategies.**

**PART-2: literature related to study skill techniques**

#### **1: LITERATURE RELATED TO ACADEMIC STRESS AND COPING STRATEGIES.**

**Clark et, al., (2010)** study conducted on student perceptions of stress, coping, Relationships and academic stress. Three years longitudinal study measured a cohort Of higher secondary school students progressing perceptions of stress, coping, student-student and faculty-student relationships and levels of academic stress. Study revealed that academic stress score mild to moderately high overall. Study concluded about perceived stressors and importance of coping strategies and ways to improve academic performance are identified and discussed.



**Arsenio WF, et al., (2014)** study conducted on coping with negative emotions: Connections with higher secondary school student's academic performance and academic stress. Study assessed connections among higher secondary school students emotional dispositions, negative academic affect, coping strategies, academic stress and overall grade point. 119 higher secondary school students completed assessment for overall positive and negative mood, academically related variables involving in stress, negative emotions, engaged and disengaged coping strategies. Study revealed that higher academic stress was related to student overall moods, negative academic affect; disengaged coping mediated the connection between academic negative overall moods. Study discussion focused on the especially problematic nature of disengaged academic coping among higher secondary school students.

**Zuralska R, et al., (2009)** study conducted on how pupils of higher secondary students cope up with difficult situations during academic period. Study assessed dispositional and situational coping in difficult situations among pupils of higher secondary school, 176 students was selected from higher secondary school were involved in this study. Analysis was used based on the anonymous scale. Study concluded that active coping and seeking social support were dominant to reduce academic stress.

**Kim B, et al., (2011)** study conducted on longitudinal analysis of academic burnout in higher secondary school students. Study was investigated the longitudinal relationship between coping and burnout syndrome (i.e. emotional exhaustion and academic inefficacy leading to academic

stress). Study utilized 367 higher secondary students who participated with the 6 month interval survey. Maslach burnout inventory-student survey was used for each survey to assess the level of academic burnout. Study result revealed that emotional exhaustions were associated with higher rate of academic inefficacy. Study concluded that to reduce the burnout syndrome contribute to the literature by informing the design of preventive programs, coping strategies need to carry out among higher secondary school students to reduced the stress.

**Nguyen DT, et al., (2011)** study conducted on academic stress, anxiety and suicidal ideation among higher secondary school students and proposed solutions: a cross –sectional study. Study assessed a rapidly growing public awareness of mental health problems among higher secondary school students to determine the prevalence of academic stress, anxiety and suicidal ideation, to identify related risk factors, and to explore students own proposals for improving their mental health. A cross -sectional study was conducted among 1161 higher secondary school students, structured questionnaire was used to assess academic stress, anxiety, suicidal ideation and proposed solutions. Study result revealed that prevalence estimates academic stress were 41.1% respectively. Suicide had been seriously considered by 26.3% of the student, 12.9% had made a suicide plan and 3.8% had attempted suicide. Study finding found that major risk factors related to academic stress, anxiety and suicidal ideation were physical or emotional abuse by family, and high educational stress, as proposed solutions, nearly 80% of students suggested that the confidential counselor should be appointed at school.

**Shahrill M, et al., (2013)** study conducted on coping behavior among higher secondary school students using with adolescent coping scale, 45 higher secondary school students were surveyed in random based. Study mainly focused on solving the problem , seeking relaxing diversions , focusing on the positive, seeking social support, over come from worry, seeking to belong, investing in close friends, wishingful thinking, and keep to self. Study concluded and recommended that counseling for students with high support needs to reduce the stress among higher secondary.

**Nguyen DT, et al., (2014)** study conducted on the mental health changes among higher secondary school students. Study assessed higher secondary school students can be a stressful period for adolescence, having to cope with many life changes. Study to explore those perceptions of mental health problems and coping strategies to improve mental health among higher secondary school students. A qualitative design was used with depth interview questions. Study results confirmed that need to pay attention to mental health of higher secondary school adolescence. Depression, anxiety, stress, suicidal thought and suicidal attempts were seen as major problems among higher secondary students mainly associated with academic pressure, pressure from teacher and parents to succeed. Study concluded that need to investigate further to identify and apply coping strategies to improve student mental health.

**Wahab s, et al., (2012)** study conducted on stressors in higher secondary boarding school students: association with academic stress, anxiety, and depressive symptoms. Study assessed chronic academic stress in higher

secondary school adolescence may cause physical, mental and emotional health issues which lead to poor outcomes if left untreated. Study to determine the prevalence of academic stress, anxiety and depression and their association with stressors. A cross sectional study was conducted among 350 students in higher secondary boarding school students. Anxiety and stress scale to assess anxiety & stress level, and to assess stressors. Study results revealed that prevalence of depression, anxiety and stress were 39.7%, 67.1% and 44.9% respectively; highest mean score was 0.80 for the academic related stressor. Study discussion revealed that possibility of introducing screening for mental health problems among boarding school students needs to be considered and investigated. Addressing the possible stressors and employing healthy coping may help in reducing negative emotional outcomes in students.

**Shamsuddin k, et al., (2011)** study conducted on correlates of academic stress, depression, anxiety, stress among higher secondary school students, student face not only challenges related with independent living but also academic challenges this predisposes them to stress, depression and anxiety. A cross – sectional study was conducted on 506 students between the ages of 14 to 18 years. Anonymous self-administered questionnaire were assessed by stress scale and depression anxiety scale - 21. Student t test and one way ANOVA were to explore the association. study results showed that 27.5% had moderate, 9.7% had sever or extremely severe depression , 34% had moderate and 29% had sever or extremely severe academic stress, and 18.6% had moderate and 5.1% had severe or extremely severe score based on the DASS

-21 inventory. Study findings concluded that prevalence of stress is much higher than either depression or anxiety. Study found that need to be further explored for coping strategies of better intervention programs and appropriate support services targeting to higher secondary school students.

**Kiang L, et al., (2009)** study conducted on socioeconomic stress and academic performance adjustment among higher secondary school adolescence: the protective role of socioeconomic stress on academic socioeconomic stress is indeed associated with poor academic performance adjustment, importance of academic success and educational aspirations and expectations. Study concluded that higher secondary school students reporting association between socio economic stresses can experience stress on academic outcome and academic performance.

**Inam QU, et al., (2011)** Study conducted on examination stress is a psychological stress that activate hypothalamic-pituitary adrenocortical axis to increase circulating levels of glucocorticoids. Study was found that fat derived hormone leptin is also released in response to academic stress-inducing stressful condition. In this study was designed to monitor the relationship of self-reported perceived levels of examination stress on serum levels of cortisol and examination stress, appetite levels were assessed by a questionnaire and blood samples was collected one hour before appearing in the examination. Study was evaluated that from the marks was obtained in that particular examination, Serum cortisol levels was increased with an increase in the intensity of perceived examination stress. Study result found that serum

leptin levels increased only in the group under moderate stress while increases in mild and severe stress group were not significant & mild to moderate stress enhanced performance but severe stress decreased it. Study revealed that an inverted U-shaped relationship between self-reported different levels of perceived examination stress and academic performance.

**Aselton P, et al., (2009)** study conducted on to explore the sources of stress in adolescence students who had been treated for depression and to improve their coping mechanisms. Study was used that phenomenological approach using Sideman's guide to in-depth qualitative interviews using a three-part approach. Higher secondary students sources of stress included classmate issues, academic problems, financial and career concerns, thinking of future and pressure from family to overcome the stress adolescence are need to follow the exercise, talking to friends, self-talk, deep breathing, journaling, and listening to music were common coping mechanisms. Study discussed those higher secondary school students who have been treated for depression was under increasing the stress today from a variety of sources. Finally study revealed that nonmedical methods of coping were often cited as more effective than medication therapy.

**Sun Y, et al., (2010)** study conducted on higher secondary school students depression and stress related to the mediating effects of stress and coping. In this study they mentioned overall, 44.3% of the sample reported depression and stress. Study assessed that Adolescents was more likely to have depression and stress, especially those aged <15 and >18 years of age. Higher

secondary school students was experienced high levels of stress from school, family, health and suffered a higher level of peer stress. In this study multivariate logistic regression model was showed that a high level of total stress was significantly associated with increased risk for depression & stress, while peer stress and positive coping style was protective factors for depression in adolescence. Study discussed that Adolescence was suffered more depression and stress, which is partly due to more stressful life events and less positive coping style. Study result found that more important implications for health officers and public health professionals to give more attention to the relationship between stress and coping style in prevention on adolescent depression and stress and improve coping style.

**Bhasin SK, et al., (2011)** study conducted on depression, anxiety and stress among adolescent school students belonging to the factors was associated with high levels stress and depression. 224 higher secondary students were belonging to age of 14-18 was selected. Study assessed that three depressions, anxiety and academic stress was found to be remarkably correlated. Study revealed that depression was significantly more among the females (mean rank 132.5) than the males (mean rank 113.2),  $p=0.03$ . Depression ( $p=0.025$ ), Anxiety (0.005) and Stress ( $p<0.001$ ) was all significantly higher among the adolescence school going group. Depression, academic stress, anxiety was found to have an inverse relationship with the academic performance of the adolescence students. Study showed that Depression and academic Stress was found to be significantly associated with

the number of adverse events in the student's life that occurred. Study concluded that significant proportion of the students was found to be having high levels of depression, stress and anxiety several important factors was found to be associated with them so proactive steps at the school-level and community-level and steps for improved parents adolescent communication are needed for prevent the stress, depression and improve coping style.

## **2: literature related to study skill techniques**

**Jewitt R, et al., (2009)** study conducted on school sports participation during higher secondary school adolescence period and mental health in early adulthood. Longitudinal study examined the association between participation in higher secondary school sports during adolescence period and improves mental health in early adulthood. In this study n=853 higher secondary school students was participated. Study results revealed that involvement in school sports during adolescence in higher secondary school student was a statistically significant predictor of lower depression symptoms, lower perceived academic stress, and higher self – rated mental health in higher secondary school students. Study concluded that school sports participation may protect against poor mental health in higher secondary adolescence student period.

**Fabián C, et al., (2013)** study conducted on adolescence students face academic responsibilities that may produce stress, which may need to changes in dietary patterns. Study assessed that dietary changed patterns can become good functional, often resulting in a positive impact on the health of the stress of the student. Study discussed that most of the students perceived the stress



levels as being moderate (60.7%) & Most have diets that were below the dietary recommendations for grains, fruits, vegetables, dairy products, and protein, whereas fat consumption was inadequate. Study revealed that most of the students are having inadequate dietary patterns (62%). Study result concluded that dietary patterns were associated with BMI, stress level, and face the academic load. The study result was found that majority of the students had inadequate dietary pattern.

**J Adolesc, et al., (2014)**, study conducted on association between participation in school sport during adolescence and mental health in early adulthood. 853 higher secondary school students are involved in this study. Participants was reported in this study depressive symptoms, level of stress, and self-rated mental health. Involvement in school sport during school was a statistically significant predictor of decreased depression symptoms, lower perceived stress, and higher self-rated mental health in adolescent period. School sport participation may help to prevent against the poor mental health in early adulthood. Study discussed that policies to improve school sport participation may be warranted as part of public health strategies to promote mental health.

**Glozah, et al., (2011)** study conducted on social support, academic stress, health and academic success is to gain a better understanding of the role psychosocial factors play in promoting the health, reduce academic stress and academic success of higher secondary school students. A total of 770 higher secondary school students were randomly selected to complete a self – report

questionnaire. Finally study results found that health, wellbeing and psycho social support was able to predict academic success of higher secondary school students.

**Sethi JK, et al.,(2013)** study conducted on yoga improves attention, memory power, reduce academic stress and improve self esteem among higher secondary school students. Extreme academic stress can result in mental health problems and deteriorates their academic performance and lead to dropping out in student from school. 60 higher secondary school students were involved in this study. Means, standard deviation, kolmogrov –smirov test, and wilcoxon signed rank test were used to analyze the data. Study results revealed that 9.04% increase ( $p=0.001$ ) in self-esteem improvement score. Study finally concluded that yoga result in improvement of attention and self esteem among higher secondary school students and thereby enhancing their mental health and can help students in improving their academic achievement to reduce academic stress.

**Décamps G, et al., (2012)** studied conducted on adolescence students in higher secondary school have to face several stress factors. Study explained that sports practice has been considered as having beneficial effects upon to reduce stress and improve general health. Study aim was to determine whether the intensity of the adolescence students' sports practice (categorized into three groups: rare, regular, or intensive). Study result was found that regular sports will influence their levels of stress and self-efficacy, improve their coping strategies, and their academic success. Study discussed that students

with regular sport practice reported that scores of general stress, academic stress, was reduced and emotion-focused coping strategies was improved and higher scores of self-efficacy also was improved.

**Melnyk BM, et al.,(2010)** study conducted on promoting healthy lifestyle in higher secondary school adolescents. Study was assessed the efficacy of creating opportunities for personal empowerment healthy lifestyles of thinking, emotions, exercise, nutrition's program on healthy lifestyle behaviors, BMI, mental health, social skills, study skills and academic performance of higher school adolescence. A cluster random control trial study was conducted and 779 higher secondary school students were participated. Study results finding of creating opportunities for personal empowerment study skill and healthy lifestyle of thinking, emotions, exercise and nutrition's highly significant to improve the academic success.

**Sibinga EM, et al.,(2009)** study conducted on school-based mindfulness instruction for high secondary school students. Study assessed mindfulness-based stress reduction has been shown to improve mental health and reduce academic stress in higher secondary school students. Student randomly selected and data were collected at baseline, post-program, and three month follow up on psychological functioning, sleep and salivary cortisol, a physiological measure of academic stress. Study results find out that follow in the programs mindfulness-based stress reduction had less stress ( $p=0.01$ ), less rumination ( $p=0.02$ ) and showed a trend for less negative coping ( $p=0.06$ ). Study concluded that mindfulness-based stress participants showed less

anxiety, less stress, improved coping and improved attention power. Results suggested that mindfulness-based stress reduction improving coping from academic stress.

**Reavley NJ, et al. (2012)**, study conducted on improvement of mental health literacy among higher secondary school students. Approximately 50% of adolescence school going aged 13-18 in, these are potential settings for programs to improve mental health literacy. Study survey was carried out with students and staff to investigate that psychological academic distress, actions to deal with mental health problems. Study discussed that there is a need for further investigation of levels and factors associated with psychological academic distress in higher secondary school students along with an exploration of barriers to and enablers of use of student counseling services with peer groups. Study was concluded that high levels of need to seeking from friends provided point to the need for effective peer-to-peer education to relief from academic distress.

**Arnaud cabanac, et al., (2011)** study conducted on music and academic performance. Study demonstrated that listening to a pleasant music while performing an academic test helped students to overcome from academic stress; study hypothesis confirmed that hearing music during stress will reduce academic stress and have better grades in all subject.

**Wong ML, et al., (2012)** study conducted on interplay between sleep, reducing stress, mood in predicting academic functioning, physical health and

psychological health. Longitudinal study assessed sleep duration and sleep quality may be causally linked to day time functions, including physical health, psychological health (mood and self-esteem) and academic functioning (school grades and study efforts). Sample of 390 higher secondary school students were involved age group of 13-19 years. Self-reported questionnaire and sleep behaviors are assessed by the sleep timing questionnaire (for sleep duration and week day / week end sleep discrepancy), sleep quality, physical and psychological health were predicted by the duration and quality of sleep. Study concluded that sleep duration and quality life have direct and indirect effect on higher secondary students academic function, physical and psychological health. Study findings found that importance of healthy sleep patterns for better academic functions among students.

**Cruzy, et al., (2009)** study conducted on physical activity and its association with sociodemographic characteristics, dietary patterns, and perceived academic stress in higher secondary school students. Study finding that academic environment usually generates stress in adolescence students. Increasing physical activity is one of the stress-coping-strategies for students. Proportional stratified sample of 275 students was involved and self-administered questionnaire on socioeconomic status, academic load and stress, body composition, dietary patterns, and physical activities were used. Study results found that 60% reported that physical activities were effective coping strategies among adolescence students. Study conducted that most students reported high level of stress were positively associated with a activities level.

**Regehr C, et al., (2012)** study conducted on intervention of study skills to reduce academic stress in adolescence students. Study revealed that concerning rates of stress, depression and anxiety among secondary students. Meta-analysis was conducted to examine the effectiveness of interventions aimed at reducing academic stress, study participants to experimental or control groups was by random allocation design was used, 1431 higher secondary school students were included in the meta-analysis. Cognitive, behavioral, and mindfulness interventions were associated with decreased symptoms of academic stress. Study concluded that review provides evidence that study skills cognitive, behavior and mindfulness interventions are effective in reducing academic stress, encouraged to make programs available to the higher secondary school students and future work should focused on developing academic stress reduction programs that attract adolescence students.

## **CHAPTER - III**

### **METHODOLOGY**

Methodology involves the systematic procedure by which the research starts from initial identification of the problems to the final conclusions. The role of the methodology consists of procedures and techniques for conducting a study.

It includes description of research design, sampling technique, development and description of tools, data collection techniques and plan for data analysis.

#### **RESEARCH DESIGN**

The investigator had adopted quasi experimental design, one group pretest posttest design to explore in reducing stress and improve coping strategies by study skill techniques among higher secondary school students.

#### **SETTING**

The study was conducted in government higher secondary school at Sothupakkam, kancipuram district.

#### **POPULATION**

The population of the study includes of all adolescent boys and girls who were aged 13 -18 years and who met the inclusive criteria were selected as sample.

## **SAMPLE SIZE**

A sample size was 60 higher secondary school students between the age group of 13 -18yrs. Who met the inclusive criteria had been selected as sample.

## **SAMPLING TECHNIQUES**

A simple random sampling technique (lottery method) was adopted for selecting the samples.

## **SAMPLING CRITERIA**

### **Inclusion criteria**

1. The study includes adolescence boys and girls students between the age group of 13-18yrs.
2. Adolescent boys and girls who understand Tamil and English
3. Adolescent boys and girls who were willing to participate.

### **Exclusion criteria**

The girls and boys with any physical and mental illness were excluded.

## **INSTRUMENT FOR DATA COLLECTION**

The investigator reconstructed the instrument based on the objectives of the study through literature review and expert's guidance, the data collection has derived under the following headings.



## **SECTION-I**

### **DEMOGRAPHIC VARIABLES:-**

The section consists of information about demographic variables such as age of the adolescents, religion, and care taker, educational status of primary care taker, family income, family system, and number of siblings, academic score and leisure time activity.

## **SECTION- II**

A Academic Stress Scale had been used. The rating scale comprised of 40 questions.

MILD STRESS LEVEL : 0-60

MODERATE STRESS LEVEL : 61-120

SEVERE STRESSLEVEL : 121-160

## **SECTION III**

A Simplified Coping Style Questionnaire had been used. The rating scale comprised of 20 questions.

MILD COPING STYLE : 0-20

MODERATE COPING STYLE : 21-40

HIGH COPING STYLE : 41-60

## **CHAPTER- IV**

### **DATA ANALYSIS AND INTERPRETATION**

This chapter deals with statistical analysis. Statistical analysis is a method of rendering quantitative information in a meaning full and intelligent manner. Statistical procedure enables the researcher to analyze, organize, evaluate, interpret & communicate numerical information meaning fully .The data collected from the students have been tabulated analyzed and interpreted under following headings.

#### **DESCRIPTION OF THE TOOL AND SCORING**

##### **PART-I**

It consists of demographic variables of the students such as age in years, sex, and religion, and care taker, educational status of primary care taker, occupation of primary care taker, family system, and monthly income per month, number of siblings, academic score, and leisure time activity.

##### **PART-II**

The data was collected through the Academic stress Scale. It consists of 40 questions. There are five alternatives responses ranging from no stress, slight stress, moderate stress, high stress, extreme stress. Total score 160, this was further divided arbitrarily as follows,

Mild stress level: 0-60  
Moderate stress level : 61-120  
Sever stress level : 121-160

### **PART- III**

This part consists of 20 questions on simplified coping style questionnaire scale was used. There are four alternatives responses ranging from never, occasionally, often, always. Total score 60, this was further divided arbitrarily as follows,

Mild coping style:0-20  
Moderate coping style :21-40  
High coping style:41-60

### **VALIDITY:**

The standardize tool was obtained and modified by the investigator under the guidance of the expert and based on review of literature. Content validity was obtained from experts in the field of psychiatry and psychiatric nursing.

### **RELIABILITY:**

Reliability and score practicability was tested through the pilot study and used for main study. Academic stress scale and Simplified coping style questionnaire was adopted for the study .The reliability was 0.76. Hence the tool is reliable.

### **INFORMED CONSENT:**

The dissertation committee prior to the pilot study had approved the research proposal. The permission for the current study was obtained from the head master, government higher secondary school, Sothupakkam, Kanchipuram district. The oral consent from each student was obtained before starting the data collection. Assurance was given to subject that the confidentiality would be maintained.

#### **DATA COLLECTION PROCEDURE:**

Prior permission was obtained from concerned authorities and by using simple random sampling 60 higher secondary school students was screened and samples were selected and their demographic data was obtained. Pretest was done by academic stress scale and simplified coping style questionnaire, their level of stress and their readiness to coping strategies during stress was assessed. They should not tick two answers, every question should be attended without negligence, and the same procedure was continued for 60 students. The study skill techniques were given on academic stress by lecture method with flash card and black board at the Sothupakkam Higher Secondary School Students. The posttest was conducted by using the same tool. Each session took 45 minutes for study skill techniques. The data collection process was terminated after each respondent for their participation and co-operation for the study.

#### **SCORING PROCEDURE:**

The percentage is calculated by using the formula as follows

$$\text{Score interpretation} = \frac{\text{ObtainedScore}}{\text{TotalScore}} \times 100$$

**DATA ANALYSIS:**

Descriptive statistical analysis and inferential statistical analysis were used to find out the percentage, mean standard deviation, student't' test & chi-square.

**TABLE 4.1: STATISTICAL METHOD**

<b>S.NO</b>	<b>DATA ANALYSIS</b>	<b>METHODS</b>	<b>REMARKS</b>
<b>1</b>	<b>DESCRIPTIVE STATISTICS</b>	The total number of score, percentage of score, mean and standard deviation	To assess demographic variables.
<b>2</b>	<b>INFERENTIAL STATISTICS</b>	student' t ' test	To compare the academic stress level and coping strategies among higher secondary school students with their demographic variable
		Chi square	To assess the academic stress level and coping strategies with their demographic variable.

#### **DATA ANALYSIS AND INTERPRETATION:**

Analysis is the categorization of obtained score to research tool.

Researcher analyzed and interpreted under the following sections.

**SECTION A:** to assess the pretest stress level and coping strategies among the higher secondary school students.

**SECTION B:** to assess the posttest stress level and coping strategies of study skill techniques to reduce stress and improve coping strategies among higher secondary school students.

**SECTION C:** to compare pretest and posttest of stress level & coping strategies among higher secondary school students

**SECTION D:** mean and standard deviation of improvement score of study skill techniques to reduce stress and improve coping strategies among higher secondary school students.

**SECTION E:** to association of the effectiveness of study skill techniques to reduce stress and to improve coping strategies among higher secondary school students with demographic variables among higher secondary school students.

## **SECTION A**

**TABLE-4.2:To assess the pretest stress level and coping strategies among higher secondary school student**

**(N=60)**

Domain	Pretest stress		Domain	Pretest coping	
	Frequency	Percentage		Frequency	Percentage
Mild	0	0.00	Mild	44	73.3
Moderate	36	60.0	Moderate	16	26.7
Severe	24	40.0	severe	0	0.00

**Table 4.2** shows that at the time of data collection students were assessed, out of 60 students, in pretest stress 36 (60 percent) was in moderate stress, 24(40 percent) was in severe stress. In pretest coping, 44(73.3 percent) was in low coping strategies, and 16(26.7 percent) was in moderate coping strategies.

## **SECTION B**



**TABLE 4.3: To assess the posttest stress level and coping strategies of study skill techniques to reduce stress and improve coping strategies among higher secondary school students.**

(N=60)

Domain	Posttest stress		Domain	Posttest coping	
	Frequency	Percent		Frequency	Percent
Mild	56	93.3	Mild	0	0.00
Moderate	4	6.7	Moderate	6	10.0
Severe	0	0.00	Severe	54	90.0

**Table 4.3** indicates that there is a high statically significant present in the level of academic stress in posttest stress score was out of 60 students 56(93.3percent) was in mild stress, 4(6.7percent) was in moderate stress. In posttest coping score was out of 60 students 6(10.0 percent) was in moderate coping level, 54(90.0 percent) was in high coping level among high secondary school students.

## SECTION C

**TABLE 4.4: To compare pretest and posttest of stress level & coping strategies among higher secondary school students.**

(N=60)

Paired sample statistics					
		Mean	N	Std.deviation	Std .error mean
<b>Pair 1</b>	<b>Pretest stress</b>	111.1	60	19.8	2.5
	<b>posttest stress</b>	59.2	60	17.6	2.2
<b>Pair2</b>	<b>pretest coping</b>	48.7	60	6.7	.8
	<b>Posttest</b>	21.3	60	8.1	1.0
	<b>coping</b>				

**Table4.4** indicates, in academic stress, pretest stress mean value of 111.1 with standard deviation of 19.8, posttest stress mean value of 59.2 with standard deviation of 17.6. In coping strategies, pretest coping level mean value of 48.7 with standard deviation of 6.7, posttest coping level mean value of 21.3with standard deviation of 8.

## **SECTION D**

**TABLE 4.5: Mean and Standard deviation of improvement score of study skill techniques to reduce stress and improve coping strategies among higher secondary school students.**

(N=60)

Domian		Paired Differences						t
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
					Lower	Upper		
Pair 1	PRETEST STRESS - POSTTEST STRESS	51.8	25.9	3.3	45.1	58.5	15.4*	
Pair 2	PRETEST COPING - PRETEST COPING	27.4	6.1	.7	25.8	28.9	34.4*	

\* significant at  $p < 0.05$

**Table 4.5** In pretest stress-posttest stress mean value of 51.8 with the standard deviation of 25.9. In pretest coping- posttest coping level mean value of 27.4with standard deviation of 6.1, significant at  $p < 0.05$ .

## SECTION E

**TABLE 4.6:**Association of the effectiveness of study skill techniques to reduce stress and to improve coping strategies among higher secondary school students with demographic variables.

**Table 4.6 a: Posttest stress scores**

(N=60)

Sl.no	Variables	Posttest stress scores						Chi square	P value
		Mild		Moderate		severe			
		N	%	N	%	N	%		
1	Age in years							2.71	0.01
	(a) 13-15	19	31.6	3	5.0	0	0		
	(b) 16-18	37	61.6	1	1.6	0	0		
2	Sex							1.83	0.17
	(a) Male	18	30	0	0.0	0	0.0		
	(b) female	38	63.3	4	6.6	0	0.0		
3	Religion							0	
	(a) Hindu	56	93.3	4	6.6	0	0.0		
	(b) Muslim	0	0.0	0	0.0	0	0.0		
	(c) Christian	0	0.0	0	0.0	0	0.0		
	(d) Others	0	0.0	0	0.0	0	0.0		
4	Care taker							2.411	0.3
	(a) Parents	51	85.0	3	5.0	0	0.0		
	(b) Single parent	3	5.0	1	1.6	0	0.0		
	(c) Relatives	2	3.3	0	0.0	0	0.0		
	(d) Others (Specify)	0	0.0	0	0.0	0	0.0		
5	Educational status of primary care taker							2.602	0.457
	(a) Illiterate	16	26.6	0	0.0	0	0.0		
	(b) Primary level	26	43.3	2	3.3	0	0.0		
	(c) Higher secondary	12	20.0	2	3.3	0	0.0		
	(d) Graduate & above	2	3.3	0	0.0	0	0.0		
6	Occupational status of primary care taker							2.532	0.469
	(a) Unemployed	5	8.3	1	1.6	0	0.0		
	(b) Daily wages	42	70.0	2	3.3	0	0.0		
	(c) Self employed	4	6.6	0	0.0	0	0.0		
	(d) Private employed	5	8.3	1	1.6	0	0.0		
	(e) Government employed	0	0.0	0	0.0	0	0.0		

<b>7</b>	<b>Family system</b> (a) Nuclear family (b) Joint family (c) Broken family	38 18 0	63.3 30.0 0.0	4 0 0	6.6 0.0 0.0	0 0 0	0.0 0.0 0.0	1.837	0.175
<b>8</b>	<b>Family income per month</b> (a) Below Rs.3000 (b) Rs.3001-Rs.6000 (c) Rs.6001& above	37 12 7	61.6 20.0 11.6	1 2 1	1.6 3.3 1.6	0 0 0	0.0 0.0 0.0	2.738	0.254
<b>9</b>	<b>Number of siblings</b> (a) 0 (b) 1 (c) 2 (d) 3 & above	5 13 27 11	8.3 21.6 45.0 18.3	1 1 1 1	1.6 1.6 1.6 1.6	0 0 0 0	0.0 0.0 0.0 0.0	1.454	0.693
<b>10</b>	<b>Academic average</b> (a) Below average (b) Average (c) Above average	0 28 28	0.0 46.6 46.6	0 2 2	0.0 3.3 3.3	0 0 0	0.0 0.0 0.0	0	1
<b>11</b>	<b>Leisure time activities</b> (a) Reading books (b) Music (c) Indoor games (d) Outdoor games (e) Others	13 37 0 6 0	21.6 61.6 0.0 10.0 0.0	1 3 0 0 0	1.6 5.0 0.0 0.0 0.0	0 0 0 0 0	0.0 0.0 0.0 0.0 0.0	0.478	0.787

**Table 4.6 a** .The table implies the distribution of respondent, according to certain demographic factors such as age in years, sex, caretaker, and education of primary care taker, family system, and income per month, number of siblings, academic score, and leisure time activity.

Among 60 higher secondary school students, regarding the age, 19(31.6 percent) was in mild stress level, 3(5.0%) was in moderate stress level

in 13-15 years and 37(61.6%) was in mild stress level, 1(1.6%) was in moderate stress level in 16-18 years of age.

Regarding religion, 56(93.3%) in mild stress, 4(6.6%) in moderate stress in Hindu.

Regarding caretaker, 51(85.0%) in mild stress, 3(5.0%) in moderate stress was present students with parents, 3(5.0) in mild stress level, 1(1.6%) in moderate stress level in single parents, 2(3.3%) in mild stress level present in relatives. Regarding educational status of primary caretaker, 16(26.6%) in mild stress was present with illiterate, 26(43.3%) in mild stress, 2(3.3%) in moderate stress was present in primary education, 12(20.0%) in mild stress, 2(3.3%) in moderate stress was present in HSC and 2(3.3%) in mild stress was present in graduate & above.

Regarding occupation of primary care taker, 5(8.3%) in mild stress, 1(1.6%) in moderate stress present in unemployed, 42(72.0%) in mild stress, 2(3.3%) in moderate stress was present in daily wage, 4(6.6%) in mild stress was present in self employed, 5(8.3%) in mild stress, 1(1.6%) in moderate stress was present in private employed.

Regarding family system, 38(63.3%) in mild stress, 4(6.6%) in moderate stress, 18(30.0%) in mild stress was present in joint family.

Regarding income per month, 37(61.6%) in mild stress, 1(1.6%) in moderate stress was present in below Rs3000, 12(20.0%) in mild stress,

2(3.3%) in moderate stress was present in Rs3001-Rs6000, 7(11.6%) in mild stress, 1(1.6%) in moderate stress was present in above Rs6000.

Regarding number of siblings, 5(8.3%) in mild stress, 1(1.67%) in moderate stress was present in zero siblings, 13 (21.6%) in mild stress, 1(1.6%) in moderate stress was present in one sibling, 27(45%) in mild stress, 1(1.6%) in moderate stress was present in two sibling, 11(18.3%) in mild stress, 1(1.6%) in moderate stress was present in above two sibling.

Regarding academic score, 28(46.6%) in mild stress, 2(3.3%) in moderate stress was present in average score, 28(46.6%) in mild stress, 2(3.3%) in moderate stress was present in above average.

**Table 4.6 b: Posttest coping scores**

**(N=60)**

Sl.no	Variables	Posttest coping scores						Chi squar e	P value
		Mild		Moderate		Severe			
		N	%	N	%	N	%		

1	<b>Age in years</b> (a) 13-15 (b) 16-18	0 0	0% 0%	4 2	6.7% 3.3%	18 36	30% 60%	2.58	0.108
2	<b>Sex</b> (a) Male (b) female	0 0	0% 0%	4 2	6.7% 3.3%	14 40	23.3% 66.7%	4.26*	0.039
3	<b>Religion</b> (a) Hindu (b) Muslim (c) Christian (d) Others	0 0 0 0	0% 0 0 0	6 0 0 0	10% 0 0 0	54 0 0 0	90% 0 0 0	0	
4	<b>Care taker</b> (a) Parents (b) Single parent (c) Relatives (d) Others (Specify)	0 0 0 0	0% 0% 0% 0	4 0 2 0	6.7% 0 3.3% 0	50 4 0 0	83.3% 6.7% 0% 0	18.84*	0.01
5	<b>Educational status of primary care taker</b> (a) Illiterate (b) Primary level (c) Higher secondary (d) Graduate & above	0 0 0 0	0% 0% 0% 0	4 2 0 0	6.7% 3.3% 0% 0	12 26 14 2	20% 43.3% 23.3% 3.3%	6.03	0.11
6	<b>Occupational status of primary care taker</b> (a) Unemployed (b) Daily wages (c) Self employed (d) Private employed (e) Government employed	0 0 0 0 0	0% 0% 0% 0% 0	0 2 2 2 0	0% 3.3% 3.3% 3.3% 0	6 42 2 4 0	10% 70% 3.3% 6.7% 0	12.86	0.005
7	<b>Family system</b> (a) Nuclear family (b) Joint family (c) Broken	0 0 0	0% 0% 0%	2 4 0	3.3% 6.7% 0%	40 14 0	66.7% 23.3% 0%	4.26*	0.039
8	<b>Family income per month</b> (a) Below Rs.3000 (b) Rs.3001-Rs.6000 (c) Rs.6001& above	0 0 0	0% 0% 0	2 2 2	3.3% 3.3% 3.3%	36 12 6	60% 20% 10%	3.23	0.199
9	<b>Number of siblings</b> (a) 0 (b) 1 (c) 2 (d) 3 & above	0 0 0 0	0% 0% 0% 0%	2 0 2 2	3.3% 0% 3.3% 3.3%	4 14 26 10	6.7% 23.3% 43.3% 16.7%	6.02	0.11



10	<b>Academic score</b>								
	(a) Below average	0	0%	0	0%	0	0%	6.66*	0.01
	(b) Average	0	0%	6	10%	24	40%		
	(c) Above average	0	0%	0	0%	30	50%		
11	<b>Leisure time activities</b>								
	(a) Reading books	0	0%	0	0%	14	23.3%	5.18	0.075
	(b) Music	0	0%	4	6.7%	36	60%		
	(c) Indoor games	0	0%	0	0%	0	0%		
	(d) Outdoor games	0	0%	2	3.3%	4	6.7%		
	(e) others	0	0%	0	0%	0	0%		

\*Significant

**Table 4.6 b:** Regarding care taker, 4(6.7%) moderate coping, 50(83.3%) high coping in parents, 4(6.7%) high coping in single parents. Regarding educational status of primary care taker, 4(6.7%) in moderate coping level, 12(20%) in high level coping was illiterate, 2(3.3%) in moderate level coping, 26(43.3%) was present in primary education, 14(23.3%) in high level coping was present in HSC, 2(3.3%) in high level coping was present in graduate education.

Regarding occupation of primary care taker, 6 (10%) in high level coping was present in unemployed, 2(3.3%) in moderate level coping, 42(70%) in high level of coping was present in daily wager, 2(3.3%) in moderate level of coping, 2(3.3%) in high level of coping was present in self-employed, 2(3.3%) in moderate level of coping, 4(6.7%) in high level of coping was present in private employed.

Regarding family system, 2(3.3%) in moderate level of coping, 40(66.7%) in high level coping was present in nuclear family, 4 (6.7%) in moderate level coping, 14(23.3%) in high level coping was present in joint family.

Regarding income per month, 2 (3.3%) in moderate level of coping, 36(60%) in high level of coping was present in below Rs3000, 2(3.3%) in moderate level of coping, 12(20%) in high level of coping was present in Rs3001-Rs6000 , 2(3.3%) in moderate level of coping, 6(10%) high level coping was present in above Rs6000.

Regarding number of siblings, 2(3.3%) in moderate level of coping, 4(6.7%) in high level of coping was present in zero siblings, 14 (23.3%) in high level of coping was present in one sibling, 2(3.3%) in moderate level of coping, 10(16.7%) in high level of coping was present in above two sibling.

Regarding academic score, 6(10%) in moderate level of coping, 24(40%) in high level of coping was present in average score, 30(50%) in high level of coping was present in above average.

Regarding leisure time activity, 14(23.3%) in high level of coping was present in reading books, 4(6.7%) in moderate level of coping, 36(60%) in high level of coping was present in listening music, 2(3.3%) in moderate level of coping, 4(6.7%) in high level of coping was present in outdoor games.

## **CHAPTER-V**

### **RESULTS AND DISCUSSIONS**

The study was under taken to assess the level of academic stress and coping strategies. The main objective of the study was to assess stress level and improve coping strategies among higher secondary school students. The pilot study was conducted to find out academic stress and coping strategies to overcome from the stress among higher secondary school students in selected school at Sothupakkam, Kanchipuram District for a period of two weeks, a Academic Stress Scale and Simplified Coping Style Questionnaire was used by the investigator and the reliability, validity was found out which were evaluated by the experts of the research committee. A simple random sampling technique was used to select 6 samples using Academic Stress Scale and Simplified Coping Style Questionnaire with that the level of academic stress and coping strategies was assessed. Research was analyzed based on the score. Therefore there is an academic stress was present among higher secondary school student and less coping strategies.

After the various methods of assessment had been adopted for students it showed a greater outlook and insight in the high level of coping strategies to reduce the academic stress. So the present study asses the level of academic stress and coping strategies. Assessment was done using a Academic Stress Scale and Simplified Coping Style Questionnaire, and finally evaluation was

done. The result of the study has been discussed according to the objectives of the study, conceptual framework and on related literature.

**The first objective was to assess the pretest stress level and coping strategies among the higher secondary school students.**

Table 4.2 indicates the study was conducted in higher secondary school students. 60 students who met the inclusive criteria were included in the study. Each student was assessed with questionnaire of demographic variable, and Academic Stress Scale. Each student was rated by using Academic Stress Scale. In assessment out of 60 students in pretest academic stress 36(60%) was in moderate academic stress, 24(40%) was in severe academic stress and in coping 44(73.3%) low level of coping, 16(26.7%) moderate level of coping.

**The second objective of the study was to assess the posttest stress level and coping strategies of study skill techniques to reduce stress and improve coping strategies among higher secondary school students.**

Table 4.3 indicates that there is a high statistic significant association between the levels of academic stress reduced with following study skill techniques among higher secondary school students. At the time of assessment, out of 60 students in posttest stress 56 (93.3 %) was in mild academic stress, 4 (6.7%) was in moderate academic stress and it was changes present in the coping strategies, in posttest coping strategies was out of 60 in that 6(10%) was moderate coping strategies, 54(90%) was have high coping strategies.

**The third objective was to compare pretest stress level & coping strategies and posttest stress level coping strategies among higher secondary school students.**

Table 4.4 indicates comparison of the level of coping strategies among higher secondary school students in selected school at Sothupakkam depicts that, indicates, in academic stress, pretest stress mean value of 111.1 with standard deviation of 19.8, posttest stress mean value of 59.2 with standard deviation of 17.6. In coping strategies, pretest coping level mean value of 48.7 with standard deviation of 6.7, posttest coping level mean value of 21.3 with standard deviation of 8.1.

**Forth objective of the study was mean and standard deviation of improvement score of study skill techniques to reduce stress and improve coping strategies among higher secondary school students.**

Table 4.5 indicates that there is a improvement score of study skill techniques to reduce the stress and it will help to improve the coping strategies among higher secondary school students was find out that pretest stress - posttest stress , pre coping strategies –post coping strategies was present in higher school students that (mean-51.85000, standard deviation 25.98684), posttest coping - pretest coping was present in higher school students (mean - 27.40000, standard deviation- 6.15946), significant at  $p < 0.05$ .

On the whole, the study confirmed that the assumption which was formulated to assess the effectiveness of study skill techniques to reduce stress

and improve the coping strategies was significant in selected school at kanchipuram district

**The five objective of the study was to assess association of the effectiveness of study skill techniques to reduce stress and to improve coping strategies among higher secondary school students with demographic variables among higher secondary school students.**

Table 4.6 a: Shows the association with effectiveness of study skill techniques to reduce stress with demographic variables. Statistical analysis shows that the effectiveness of study skill techniques are independent of the demographic variables such as age sex, religion, care taker, occupational status, family system, income, siblings, academic score, activity of leisure time as there was no significant among higher secondary school students.

Table 4.6 b: states that association with effectiveness of study skill techniques to improve coping strategies with demographic variables. There was a significant association between sex, care taker, family system, academic score and effectiveness of study skill techniques.

Above statistical analysis shows that the effectiveness of study skill techniques is independent of the demographic variables such as age, religion, educational status, income, sibling, leisure time activity as there was no significant association. This study was support to study a cross-sectional study was conducted on the higher secondary school students. Purposive sampling was adopted and data were collected near examination period. General Health

Questionnaire (GHQ-12), Secondary School Stressor Questionnaire (3SQ) and Brief COPE inventory were used to measure academic stress, Stressors and coping strategies respectively. Statistical analyses were done by performing independent t-test, one-way ANOVA, Kruskal Wallis test, Mann Whitney U test, Pearson correlation and logistic regression. Approximately 76.6% of the respondents were psychological distress with major Stressors being academic related. Negative coping methods were commonly used by distressed respondents.

Study concluded that prevalence of psychological distress among high school students in was high. More attention should be directed by parent, schools and teachers to higher secondary school students especially around examination period. Training the students to cope positively might improve their psychological health teaching.

## **CHAPTER –VI**

### **SUMMARY AND CONCLUSION**

#### **SUMMARY**

The present study was conducted to assess the level of academic stress and coping strategies during examination period among higher secondary school students. Quasi experimental research one group pretest & posttest design was used for this study. A total number of 60 higher secondary school students, who met inclusive criteria, had been selected from government higher secondary school, at Sothupakkam by simple random sampling technique (lottery method). The investigator first introduced her to the students and developed a rapport with them. The study higher secondary school students were selected and individual assessment was done. Demographic data about the higher secondary school students had been collected with the help of questionnaire and Academic Stress Scale & Simplified Coping Style Questionnaire to assess the level of Academic Stress and Coping Strategies among higher secondary school students in selected school at Sothupakkam.

#### **CONCLUSION**

In pretest, out of 60 students' academic stress 36(60%) was in moderate level of academic stress, 24(40%) was in severe level of academic stress. In Coping strategies 44 (73.3%) was in low coping strategies, 16(26.7%) was in moderate coping strategies. In posttest, academic stress 56 (93.3 %) was in



mild academic stress, 4 (6.7%) was in moderate academic stress. coping strategies 6(10%) was moderate level of coping strategies, 54(90%) was have high level coping strategies. The data was analyzed by using descriptive and inferential statistical analysis. Assessment was done with the Academic Stress Scale, Simplified Coping Style Questionnaire to analyze the level of academic stress and coping strategies among higher secondary school students. Level of academic stress among higher secondary school students in selected school at Sothupakkam depicts that, pretest stress - posttest stress was present in higher school students than (mean-51.85000,standard deviation 25.98684), posttest coping - pretest coping was present in higher school students (mean - 27.40000,standard deviation 6.15946), significant at  $p<0.05$

#### **NURSING IMPLICATIONS:**

The findings of the study revealed the implications on nursing service, nursing education, nursing administration and nursing research.

#### **NURSING SERVICE**

- The present study focused on the need for working to create awareness for their motivation to reduce academic stress and improving coping strategies among higher secondary school students.
- Nurses can collaborate with the other health team members in providing study skill techniques to reduce academic stress with higher secondary school students.

- Nurses need to be trained to provide psycho education for higher secondary school students with high academic stress and low coping stress.

#### **IMPLICATIONS FOR NURSING EDUCATION:**

- Student nurses can be given education regarding awareness, psycho educational techniques to higher secondary school students with academic stress and low coping level.
- Staff nurses can be given in service education regarding importance of study skill techniques to the higher secondary school students with high level academic stress and low level of coping.
- A psycho-education programme can be conducted for the parents, teachers and significant members involved in the care higher secondary school students with high level academic stress and low level of coping.

#### **IMPLICATIONS FOR NURSING ADMINISTRATION:**

- The findings could be utilized as a basis for in-service education programmes for nurses and health professionals, who are working in hospital and community, set up.
- In-service education programme, conferences, workshop can be organized on various aspects of academic stress and coping strategies.
- Budget need to be allocated to organize various services and programmes to reduce academic stress and improve coping strategies in the adolescences.
- Incentives and reward can be given can be given to motivate the nurses to implement and participate in community psycho education.

## **IMPLICATIONS FOR NURSING RESEARCH:**

- The study findings will reveal the health status adolescent with academic stress and coping strategies has to improve the extent to which the health status should be improved.
- This study will motivate other investigators to conduct future studies regarding the adolescent adjustment problem.
- This study will motivate other investigators to conduct future studies regarding this topic.

## **RECOMMENDATIONS:**

Based on the research findings of study the following recommendations can be made:

- A study can be done in large group
- A comparative study to assess the academic stress level among highersecondary school students in urban and rural.
- A descriptive study to assess the prevalence rate of academic stress.
- A comparative study to assess the academic stress and coping strategies among male and female.
- A study to assess the effectiveness of planned teaching program on creating awareness regarding adolescent academic stress and coping strategies among parents can be conducted

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# **APPENDIX I** **DEMOGRAPHIC VARIABLES**

**Select Appropriate Answers**

**1. Age in years**

- |           |   |   |
|-----------|---|---|
| (c) 13-15 | [ | ] |
| (d) 16-18 | [ | ] |

**2. Sex**

- |            |   |   |
|------------|---|---|
| (c) male   | [ | ] |
| (d) female | [ | ] |

**3. Religion**

- |               |   |   |
|---------------|---|---|
| (a) Hindu     | [ | ] |
| (b) Muslim    | [ | ] |
| (c) Christian | [ | ] |
| (d) Others    | [ | ] |

**4. Care Taker**

- |                      |   |   |
|----------------------|---|---|
| (a) Parents          | [ | ] |
| (b) Single Parent    | [ | ] |
| (c) Relatives        | [ | ] |
| (d) Others (Specify) | [ | ] |

**5. Educational status of the care taker**

- |                      |   |   |
|----------------------|---|---|
| (a) Illiterate       | [ | ] |
| (b) Primary level    | [ | ] |
| (c) Higher secondary | [ | ] |
| (d) Graduate & above | [ | ] |

**6. Occupational status of the care taker**

- |                         |   |   |
|-------------------------|---|---|
| (a) unemployed          | [ | ] |
| (b) Daily wages         | [ | ] |
| (c) Self employed       | [ | ] |
| (d) Private employed    | [ | ] |
| (e) Government employee | [ | ] |

**7. Family system**

- |                    |   |   |
|--------------------|---|---|
| (a) Nuclear Family | [ | ] |
| (b) Joint Family   | [ | ] |
| (c) Broken         | [ | ] |

**8. Family income per month**

- |                     |   |   |
|---------------------|---|---|
| (a) Below Rs.3000   | [ | ] |
| (b) Rs.3001-Rs.6000 | [ | ] |
| (c) Rs.6001 & above | [ | ] |

**9. Number of siblings**

- |               |   |   |
|---------------|---|---|
| (a) 0         | [ | ] |
| (b) 1         | [ | ] |
| (c) 2         | [ | ] |
| (d) 3 & above | [ | ] |

**10. Academic score**

- |                   |   |   |
|-------------------|---|---|
| (a) Below average | [ | ] |
| (b) Average       | [ | ] |
| (c) Above average | [ | ] |

**11. Leisure time activity**

- |                      |   |   |
|----------------------|---|---|
| (a) Reading books    | [ | ] |
| (b) Listening music  | [ | ] |
| (c) Indoor games     | [ | ] |
| (d) Outdoor games    | [ | ] |
| (e) Others (Specify) | [ | ] |

## APPENDIX – A

### ACADEMIC STRESS SCALE

This scale consists of 40 items describing the stress in your institution/ college life from the various sources. The level of stress you feel for each item can be indicated by marking a 'II' mark in the bracket given against each statement.

If you feel No Stress put a 'II' mark in the 1st bracket (NS), Slight Stress in the 2nd (SS), Moderate Stress in the 3rd (MS), High Stress in the 4th (HS) and you feel Extreme Stress put a 'II' mark in the 5th bracket (ES).

S.N o	Statement	NS	SS	MS	HS	ES
1	Teachers make too many extra demands on students.	0	1	2	3	4
2	Poor interest in some subjects.	0	1	2	3	4
3	Progress reports to parents	0	1	2	3	4
4	The teacher is not humours towards us.	0	1	2	3	4
5	Lack of concentration during study hours.	0	1	2	3	4
6	Lack of concentration during study hours.	0	1	2	3	4
7	Worrying about the examinations.	0	1	2	3	4
8	Lack of self-confidence.	0	1	2	3	4
9	The teachers do not listen to our ideas.	0	1	2	3	4
10	Conflict with friends/college authorities.	0	1	2	3	4
11	Teachers give more punishment in the class.	0	1	2	3	4

12	Worry about results after examinations.	0	1	2	3	4
13	Hesitate to ask the teacher for detailed explanation.	0	1	2	3	4
14	Biased attitude of the teacher.	0	1	2	3	4
15	Inadequate space or room for study at home.	0	1	2	3	4
16	Not knowing how to prepare for the examinations.	0	1	2	3	4
17	Lack of assertiveness (confidence) in the class.	0	1	2	3	4
18	Lack of opportunity to meet teachers.	0	1	2	3	4
19	Teacher shows socio-economic status on students.	0	1	2	3	4
20	Slow in getting along with the curriculum.	0	1	2	3	4
21	Exam papers are tough and not valued well.	0	1	2	3	4
22	Unable to complete the assignment in time.	0	1	2	3	4
23	Lack of communication between teachers and students.	0	1	2	3	4
24	Monotonous (boring or tedious) teaching style by the teacher.	0	1	2	3	4
25	Not enough discussion in the class.	0	1	2	3	4
26	Lack of mutual help among classmates.	0	1	2	3	4
27	Lack of fluency while speaking the language other than the mother tongue.	0	1	2	3	4
28	Difficulty in public speaking.	0	1	2	3	4
29	The teacher is fast and does not use blackboard legibly.	0	1	2	3	4
30	Teachers lacking interest in students.	0	1	2	3	4
31	Examination syllabus is too heavy in some subjects.	0	1	2	3	4
32	Feeling of inferiority.	0	1	2	3	4
33	Unable to discuss Academic failures with parents.	0	1	2	3	4
34	Not able to grasp the subject matter.	0	1	2	3	4
35	Incomplete and confusing study material.	0	1	2	3	4
36	Eleventh hour preparation for the examinations.	0	1	2	3	4
37	Importance of the subject matter.	0	1	2	3	4
38	Difficulty in adjusting with opposite gender.	0	1	2	3	4
39	Inadequate subject knowledge of the teacher.	0	1	2	3	4
40	Inadequate lab and library facilities.	0	1	2	3	4

## **SCORE DESCRIPTION**

MILD STRESS LEVEL: 0-60

MODERATE STRESS LEVEL: 61-120

SEVERE STRESS LEVEL:121-160

## APPENDIX E

### SIMPLIFIED COPING STYLE QUESTIONNAIRE

NAME:

AGE:

GRADE:

**Instruction:** Read each item and then select an answer to indicate how you cope under the stressful situation. Use “never”, “occasionally”, “often”, or “always” to indicate various degrees of coping. never occasionally often always

Statement	Never	Occasionall y	Often	Alway s
1. Get relieved by studying or substitute activities	0	1	2	3
2. Talk with people, and share personal worry with people.	0	1	2	3
3. Try to look on the bright side of things.	0	1	2	3
4. Change your mind, and rediscover what the important thing is in your life.	0	1	2	3
5. Don't take the problem too seriously.	0	1	2	3
6. Stand your ground, and fight for what you want to get.	0	1	2	3
7. Try to come up with a couple of different solutions to the problem.	0	1	2	3
8. Seek for suggestions from relatives, friends, or peers.	0	1	2	3
9. Change something about yourself to deal with the problem.	0	1	2	3
10. Use the experience of other people to deal with similar problems.	0	1	2	3
11. Seek for hobbies, and actively join in variety of recreational activities.	0	1	2	3

12. Try to control your disappointment, regret, sorrow and anger.	0	1	2	3
13. Try to rest or take a leaving to temporally ignore the worry.	0	1	2	3
14. Get rid of worry by smoking, drinking, taking drug, or eating	0	1	2	3
15. Believe that time will change current status, and waiting is the only thing you should do.	0	1	2	3
16. Try to forget the whole thing.	0	1	2	3
17. Depend on others to solve the problem.	0	1	2	3
18. Accept the reality because there is no other way to solve the problem	0	1	2	3
19. Imagine that there is a miracle which can change current problem.	0	1	2	3
20. Self-comfort.	0	1	2	3

### **SCORING DESCRIPTION**

MILD COPING STYLE: 0-20

MODERATE COPING STYLE: 21-40

HIGH COPING STYLE: 41-60



**SCHOLAR, DISTRIBUTING QUESTIONNAIRE DURING THE PRETEST**



**SCHOLAR, EXPLAINING QUESTIONNAIRE**



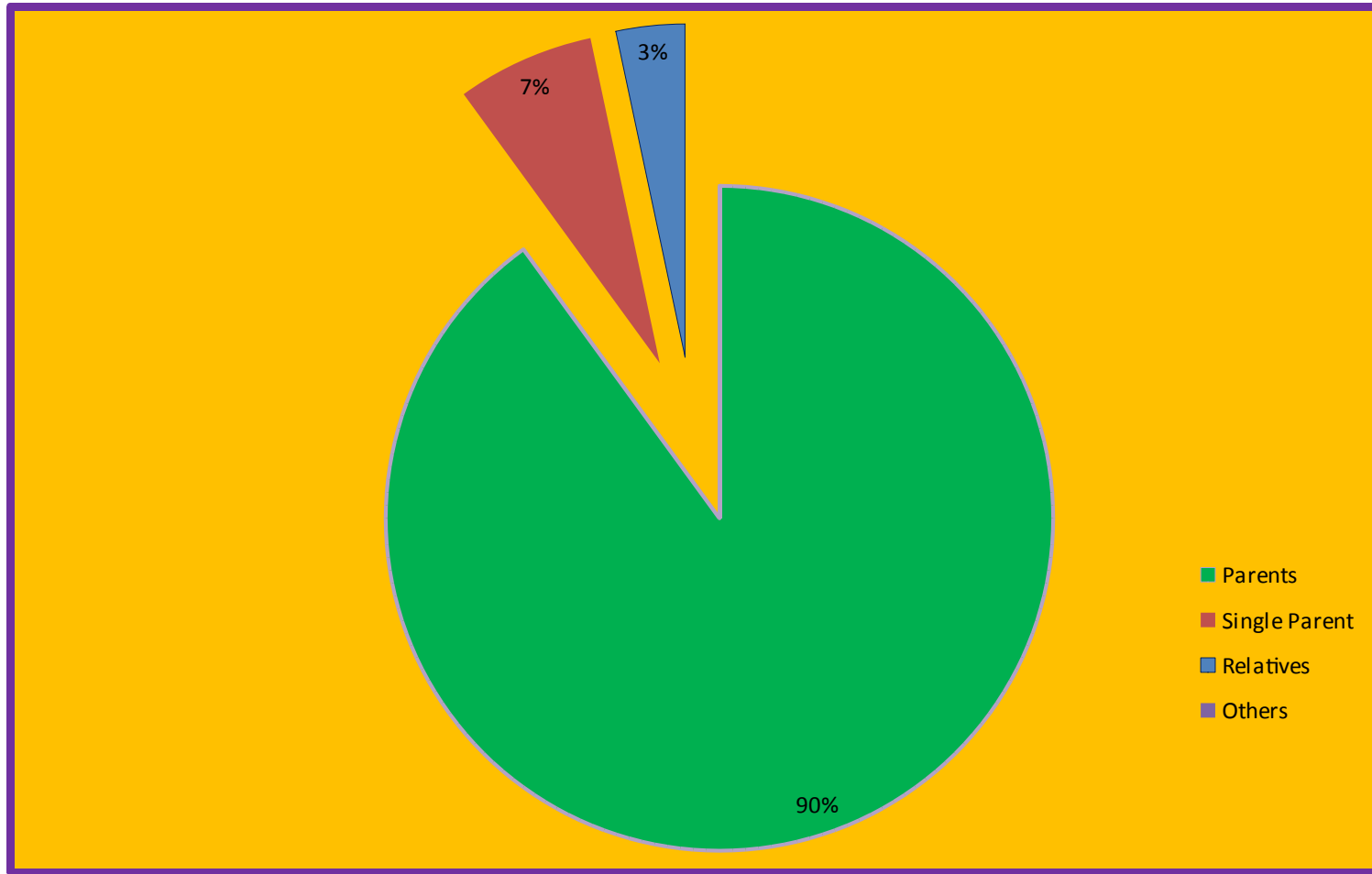


**SCOHLAR, GIVING TEACHING ON STUDY SKILL TECHNIQUES**

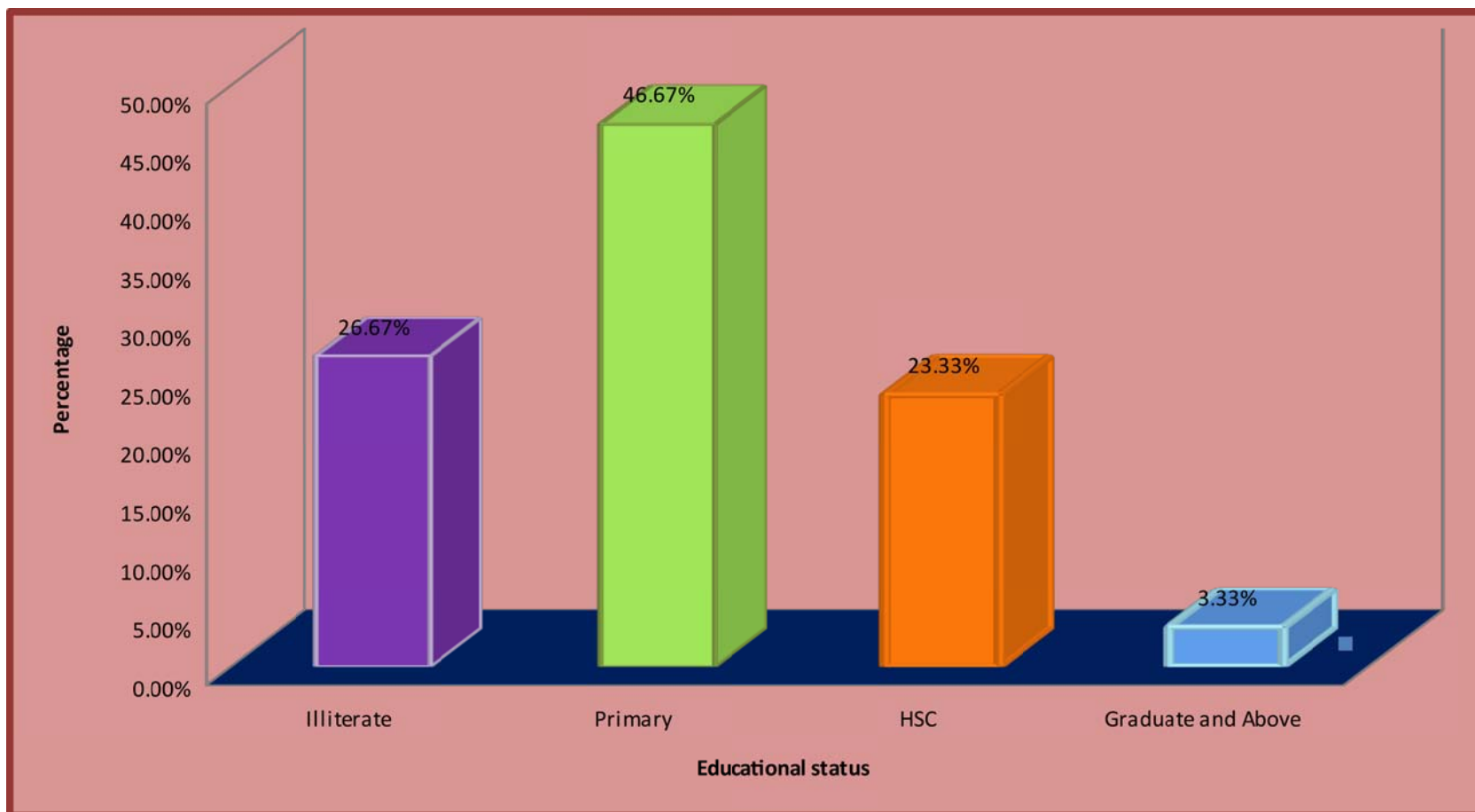


**SCHOLAR, DISTRIBUTING QUESTIONNAIRE IN POSTTEST**

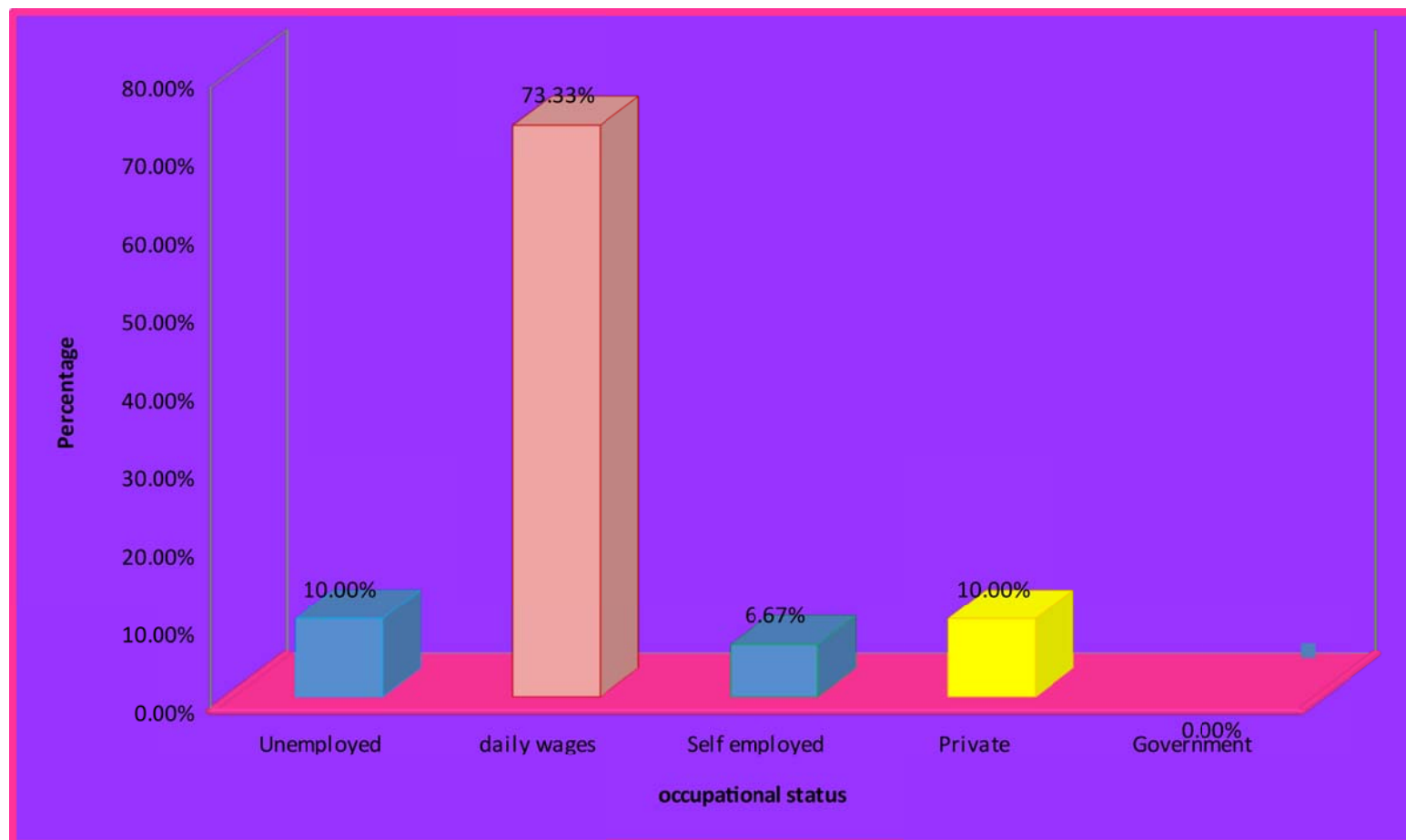
**SCHOLAR, GIVING EDUCATING TO THE SAMPLE**



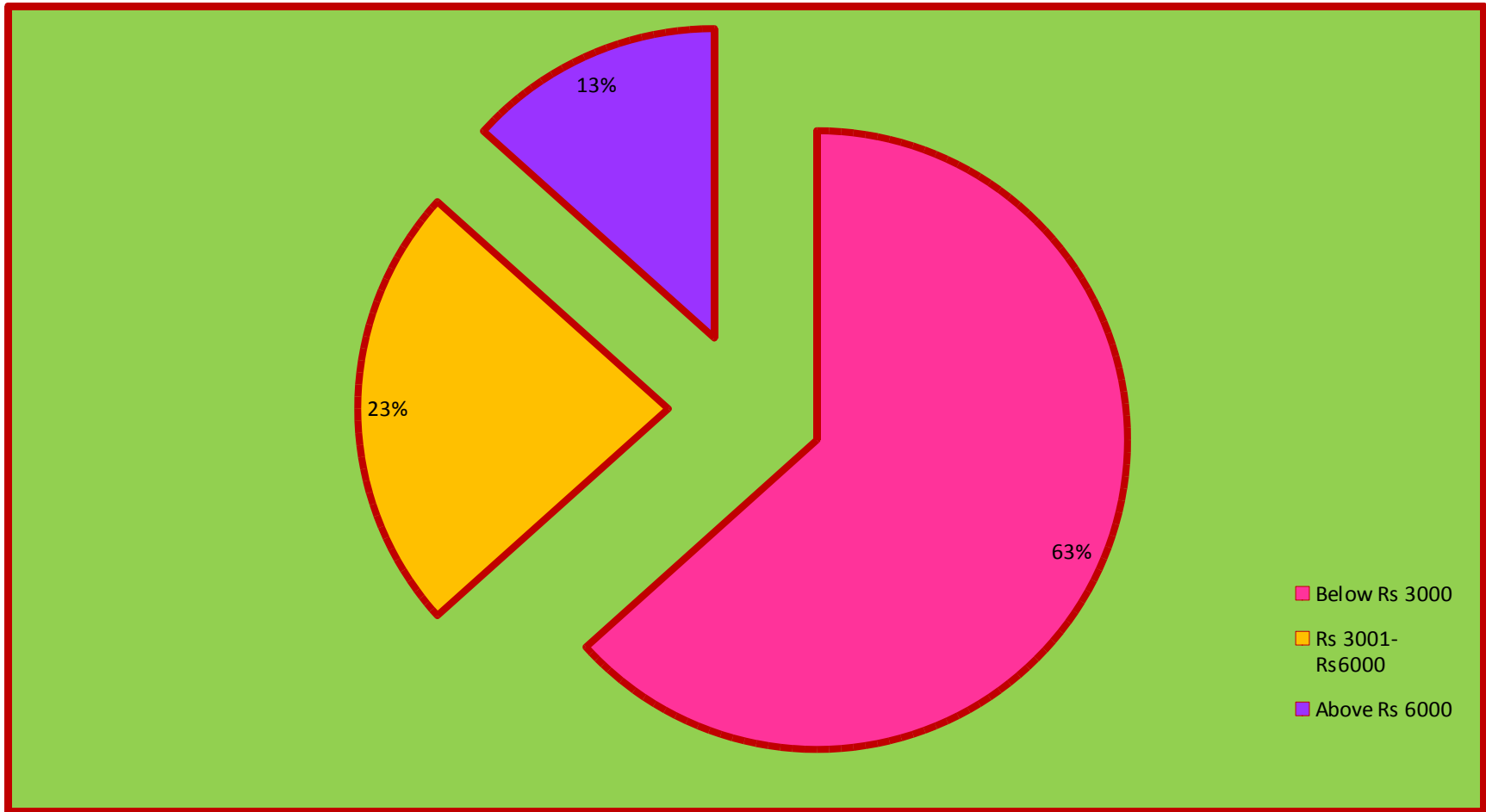
**FIG 4.3: PERCENTAGE DISTRIBUTION OF DEMOGRAPHIC VARIABLE CARE TAKER**



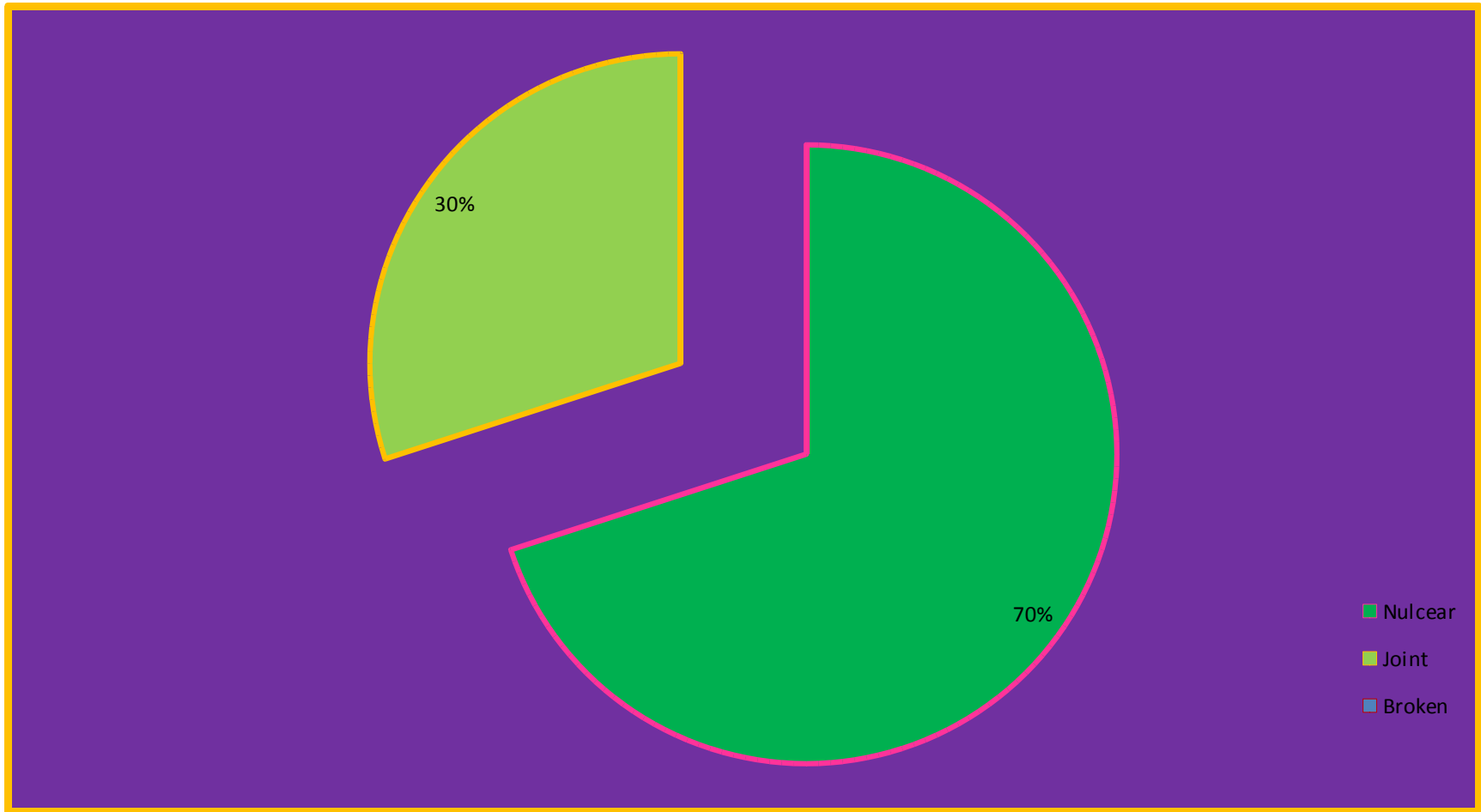
**FIG 4.4: PERCENTAGE DISTRIBUTION OF DEMOGRAPHIC VARIABLE EDUCATIONAL STATUS OF PRIMARY CARE TAKER**



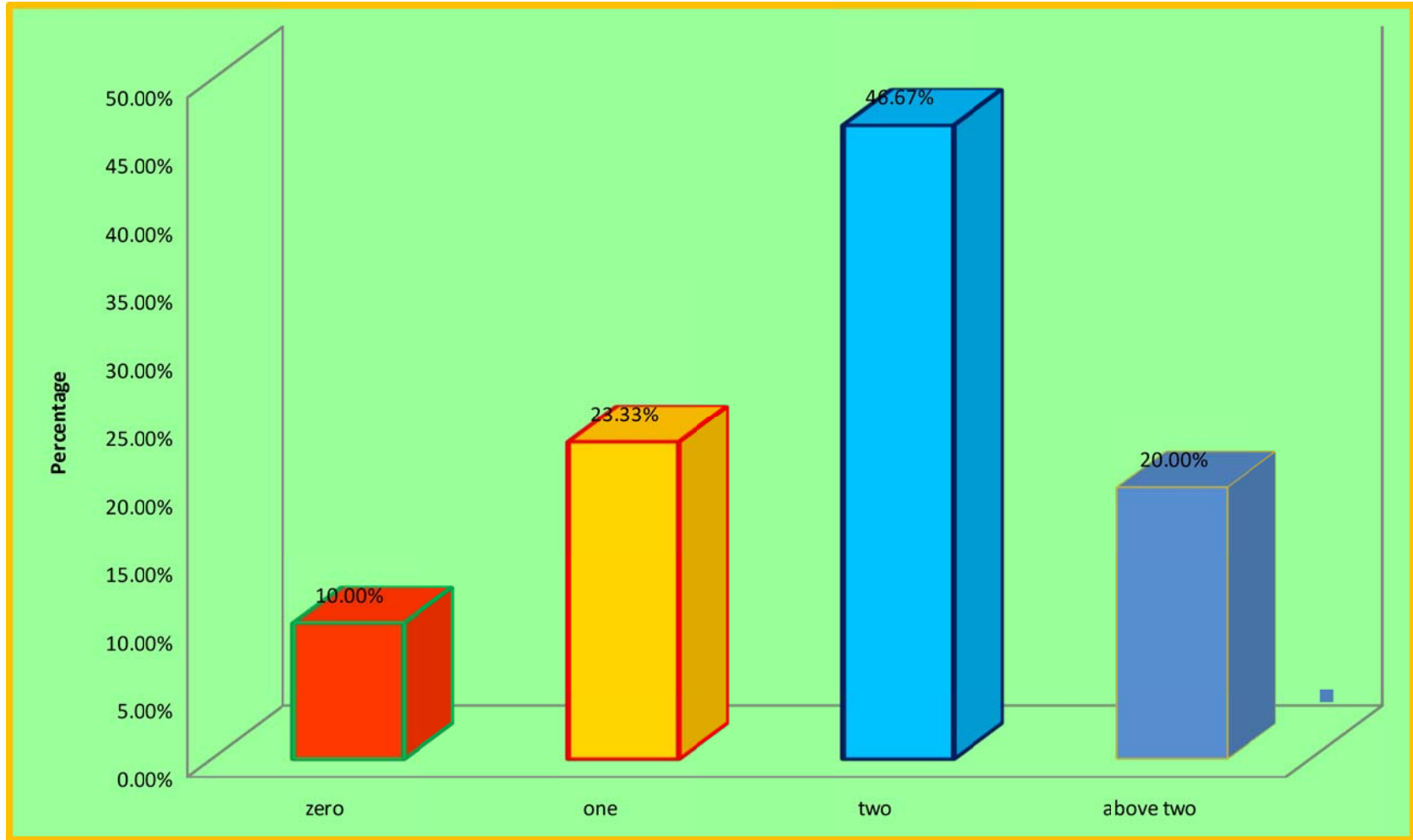
**FIG 4.5: PERCENTAGE DISTRIBUTION OF DEMOGRAPHIC VARIABLES OCCUPATIONAL STATUS OF PRIMARY CARE TAKER**



**FIG 4.7:PERCENTAGE DISTRIBUTION OF DEMOGRAPHIC VARIABLE OF FAMILY INCOME**

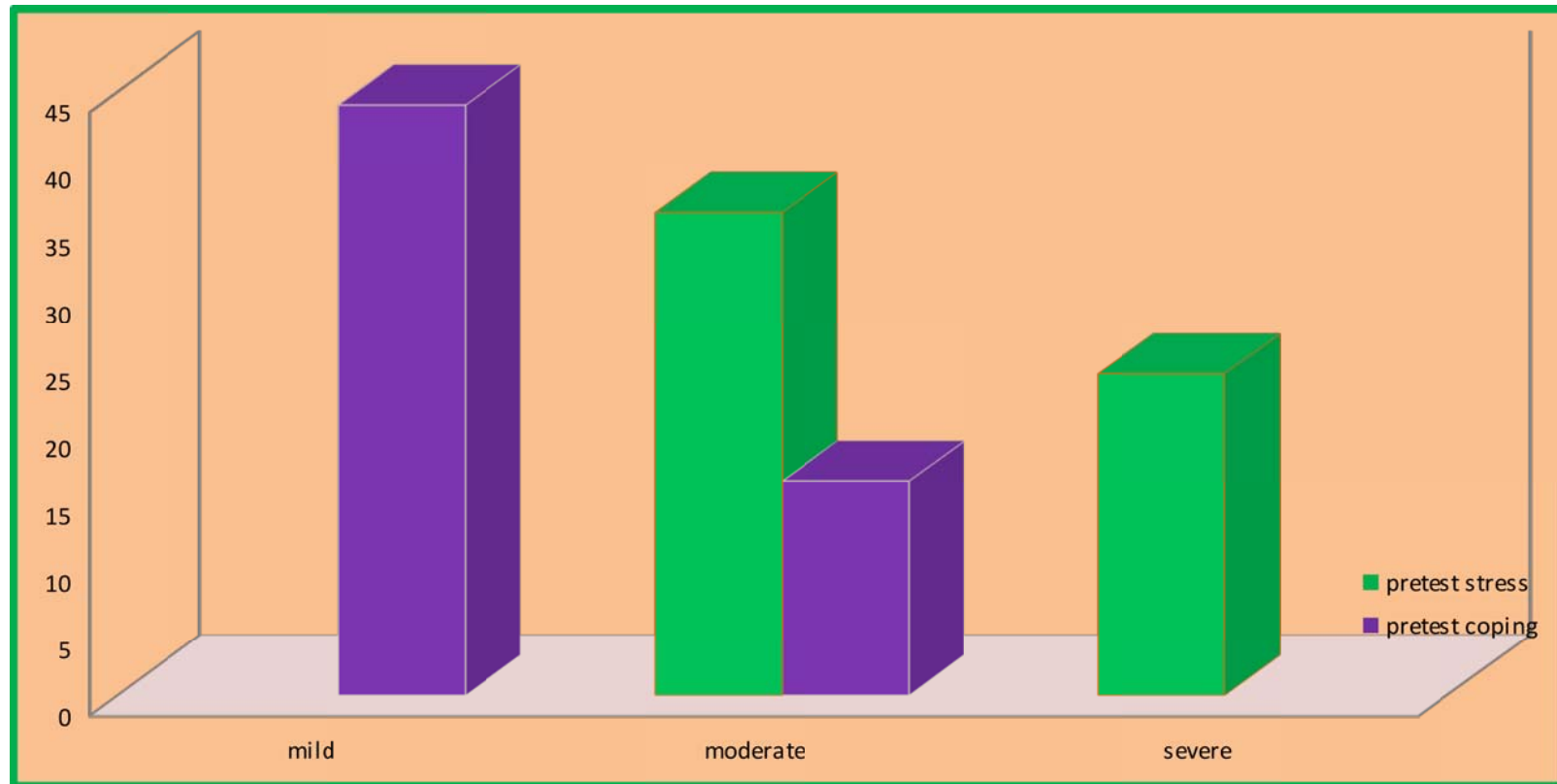


**FIG 4.6: PERCENTAGE DISTRIBUTION OF DEMOGRAPHIC VARIABLE TYPE OF FAMILY SYSTEM**



**FIG4.8:PERCENTAGE DISTRIBUTION OF DEMOGRAPHIC VARIABLE OF SIBLING NUMBER**

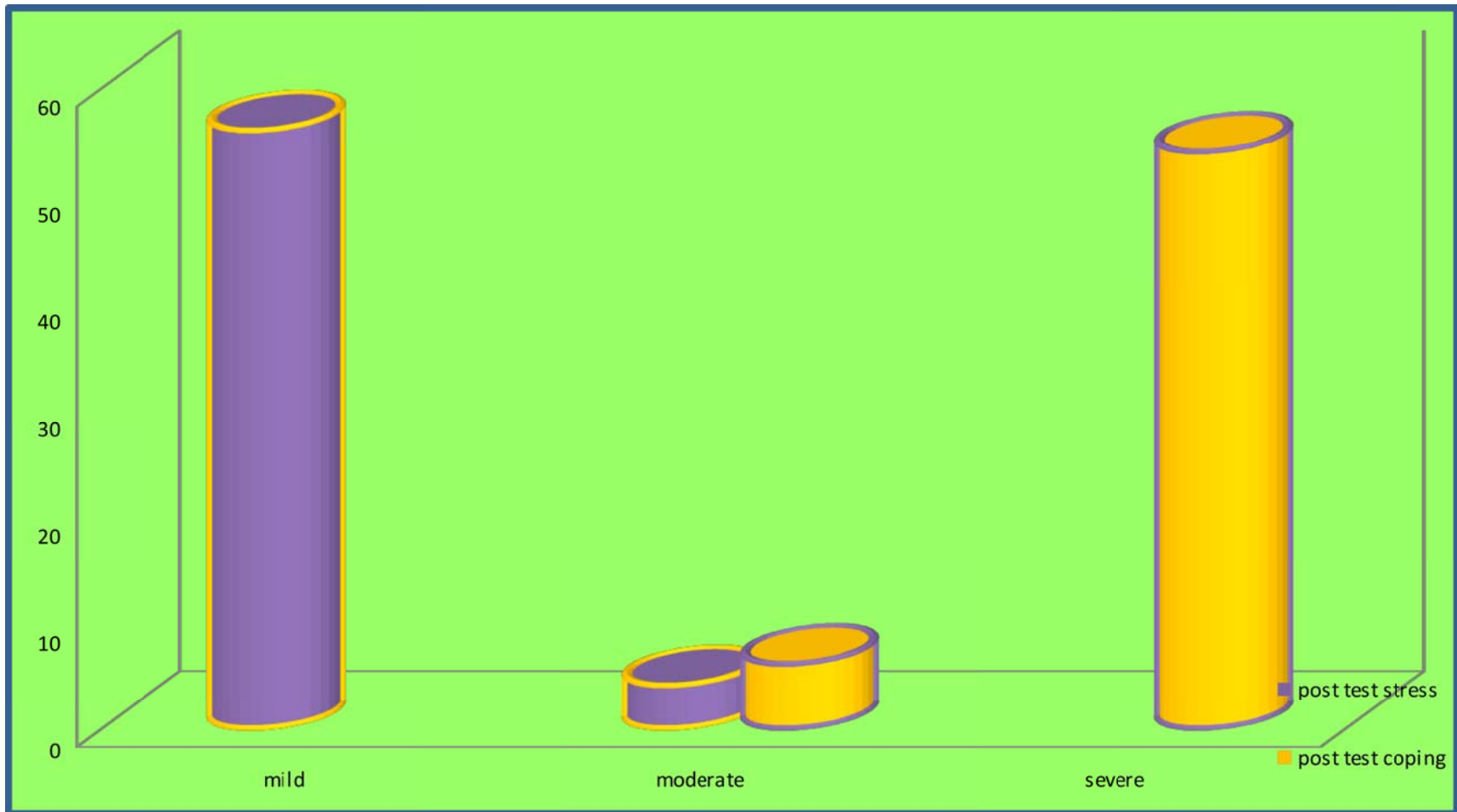
46g



**FIG4.2: THE PRETEST STRESS LEVEL AND COPING STRATEGIES AMONG HIGHER SECONDARY SCHOOL STUDENT**



36a



**FIG4.3: THE POSTTEST STRESS LEVEL AND COPING STRATEGIES AMONG HIGHER SECONDARY SCHOOL STUDENT**

37a

**TEACHING**

**ON STUDY SKILL**

**TECHNIQUES**

**COURSE** : M .SC NURSING II YEAR

**SUBJECT** : PSYCHIATRIC NURSING DEPARTMENT

**STATEMENT PROBLEM** : EFFECTIVENESS OF STUDY SKILL TECHNIQUES TO REDUCE  
STRESS AND IMPROVE COPING STRATEGIES AMONG  
HIGHER SECONDARY SCHOOL STUDENTS.

**GROUP** : HIGHER SECONDARY SCHOOL STUDENTS

**METHOD OF TEACHING** : LECTURE CUM DISCUSSION

**A.V AIDS** : BLACK BOARD, FLASH CARD.

**Central objective:**

To reduce academic stress and improve coping strategies with study skill techniques among higher secondary school students.

**Specific objective:**

- define stress, coping strategies, academic stress, study skills.
- list out common causes of academic stress among students.
- explain study skills for students.
- elaborate the management of academic stress to improve the coping strategies for students

S.NO	TIME	CONTRIBUTORY OBJECTIVES	CONTENT	TEACHER ACTIVITY	STUDENTS ACTIVITY
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1	1MIN		<p><b>INTRODUCTION</b></p> <p>Everyone faces stress at some time in life. There are physiological changes that occur when you face perceived threats in certain situations. These situations are known as stressors. When your stress response is triggered, a series of changes occur within your body. These changes can include: an increased pulse, the release of adrenaline, redirection of blood toward major organs, and the release of cortisol and other hormones.</p> <p>This response was helpful to our ancestors, especially in fighting off attackers or running away from threats. Today, the stress response can actually hurt you if it becomes chronic stress, which is when the stress response isn't stopped by the body's relaxation response.</p>	explaining	listening
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2	5min	<p>define stress,          coping strategies,          academic stress,          study skill</p>	<p>This is where coping strategies or a conscious effort to solve a personal or interpersonal problem that will help in overcoming, minimizing or tolerating stress or conflict, come in - we need ways to calm our minds and bodies after a stressor has taken its toll.</p> <p><b>DEFINITION</b></p> <p><b>Stress</b></p> <p>Stress is a physical, mental or emotional factor that causes bodily or mental tension. Stresses can be external (from the environment, psychological, or social situations) or internal (illness, or from a medical procedure). Stress can initiate the "fight or flight" response, a complex reaction of neurologic and endocrinology systems.</p> <p><b>Coping strategies</b></p> <p>Coping refers to the thoughts and actions we use to deal with</p>	explaining	listening
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		<p>stress. In large part, feeling stressed or not depends on whether we believe we have the coping resources to deal with the challenges facing us.</p> <p>Most coping strategies fall into one of two broad categories:</p> <ul style="list-style-type: none"><li>• <b>Problem-focused</b> coping strategies are used to tackle the problem directly.</li><li>• <b>Emotion-focused</b> coping strategies are used to handle feelings of distress, rather than the actual problem.</li></ul> <p><b>Academic stress</b></p> <p>The definition of academic stress is the anxiety and stress that</p>		
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			<p>comes from schooling and education. There is often a lot of pressure that comes along with pursuing a degree and one's education. There is studying, homework, tests, labs, reading, and quizzes. There is the stress of doing all of your work, balancing your time and finding time for your extracurricular activities. Academic stress is especially hard on college students who are often living away from home for the first time.</p> <p><b>study skills:</b></p> <p>It is the skills that you acquire through years of studying and that can be acquired through learning and practice.</p> <p><b>COMMON CAUSES OF ACADEMIC STRESS AMONG</b></p>		
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3	5min	Listout the common causes of academic stress among students	<p><b>STUDENTS</b></p> <p>Stress is the body’s natural response to challenges. When a student experiences high levels of stress or chronic stress, regardless of age or grade, it can interfere with ability to learn, memorize, and earn good grades -- as well as lead to poor physical, emotional and mental health. By learning about common stressors, a parent can help to mitigate negative or chronic stress in a student’s life.</p> <p><b>Poor Sleeping Habits</b></p> <p>Students who don’t have healthy sleeping habits or don’t get enough sleep at night are more likely to feel stressed than students who get plenty of sleep, according to the National Sleep Foundation. Sleep allows a student’s body and brain to recharge, and it helps to keep the immune system strong.</p> <p>Inadequate amounts of sleep can make a child more</p>	explaining	listening
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		<p>aggressive and limit his ability to learn, concentrate and solve problems. The National Sleep Foundation recommends that young people sleep 8.5 to 9.25 hours per night, and that they maintain a regular sleep schedule.</p> <p><b>Academic Pressure</b></p> <p>In preparation for standardized tests, more and more teachers are assigning homework to children who are as young as six years old. In the "CQ Researcher," professor Wendy A. Patterson shares that education professionals suspect the state and federal academic standards placed on schools and teachers to be the cause of an increased amount of stress experienced in the classroom throughout elementary, middle and high school. According to Denise Clark Pope in a February 2005 Stanford University report, the pressure that students feel from parents and schools raises stress levels so high that some</p>		
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		<p>teachers regard student stress to be a "health epidemic." To cope with the pressures, Clark Pope explains, some high-achieving students resort to cheating or "finagling the system."</p> <p><b>Full Schedules</b></p> <p>Even those students who have not experienced an increased homework load may experience stress due to over scheduling and over stimulation, according to Tom Loveless of the Brown Center on Education Policy at the Brookings Institution. Loveless shares that full schedules can stress a child's brain and impair her ability to learn. While a teacher or parent may want to help a child succeed by planning, for example, various worksheets, projects and extracurricular activities, a student's brain benefits from "boredom," or free time, because it allows her to figure out and develop her talents and identity. In the "CQ Researcher" publication,</p>		
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		<p>family therapist Michael Gurian suggests allowing a child to be “bored” for one hour a day.</p> <p><b>Poor Eating Habits</b></p> <p>Poor nutrition and unhealthy eating habits can increase a student’s stress level, according to the Physicians Committee for Responsible Medicine. Foods that can increase stress levels in students include those that are high in fat, caffeine, sugar and refined carbohydrates, which is the case with many types of convenience, processed and fast foods. Examples of stress-inducing foods are sodas, energy drinks, donuts, candy bars, processed snack foods, and French fries. A healthy diet that helps to reduce stress includes foods that are low in fat and high in fiber and complex carbohydrates. Such foods include fruits, vegetables, whole grains, nuts.</p> <p><b>STUDY SKILLS FOR STUDENTS</b></p>		
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4	15min	<p>Struggling to be a successful student? Don't get discouraged, it isn't magic! But it does require desire, dedication and a lot of work. If you want learn how to become a successful student, then you've come to the right place. Our study skills guides for students will provide you everything you need in order to learn how to learn more effectively.</p> <p>Active listening, reading comprehension, note taking, stress management, time management, testing taking, and memorization are only a few of the topics addressed in our study skills guides for students. If you'll take the time to learn and apply the study skills concepts and principles taught in guides you'll not only improve your performance in school but also your ability to learn in general -- and that will benefit you the rest of your life! Whether you're a freshman in school</p>	explaining	listening
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		<p>explain study skills for students</p> <p>looking to get ahead, a teacher seeking study skills resources for your pupils, or a high school student just trying to survive you'll find the study skills guides, tutorials, and resource you need right below.</p> <p><b>10 Habits of High Effective study skill techniques for Students</b></p> <p>Some people believe that really successful students are just born that way. True, some students are able to breeze through school with little or no effort. However, the vast majority of successful students achieve their success by developing and applying effective study habits. The following are the top 10 study habits employed by highly successful students. So if you want to become a succesful student, don't get discouraged, don't give up, just work to develop each of the study habits below and you're see your grades go up, your knowledge</p>		
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		<p>increase and your ability to learn and assimilate information improve.</p> <p><b>1. Don't try cram all your studying into one session.</b></p> <p>Successful students typically space their work out over shorter periods of time and rarely try to cram all of their studying into just one or two sessions. If you want to become a successful student then you need to learn to be consistent in your studies and to have regular, yet shorter, study periods.</p> <p><b>2. Plan when you're going to study.</b></p> <p>Successful students schedule specific times throughout the week when they are going to complete their studying -- and then they stick with their schedule. Students who study sporadically and whimsically typically do not perform as well as students who have a set study schedule.</p>		
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		<p><b>3. Study at the same time.</b></p> <p>Not only is it important that you plan when you're going to study but that you also create a consistent, daily study routine. When you study at the same time each day and each week you're studying will become a regular part of your life. You'll be mentally and emotionally more prepared for each study session and each study session will become more productive.</p> <p><b>4. Each study time should have a specific goal.</b></p> <p>Simplying studying without direction is not effective. You need to know exactly what you need to accomplish during each study session. Before you start studying set a study session goal that supports your overall academic goal (i.e. memorize 30 vocabulary words in order to ace the vocabulary section on an upcoming Spanish test).</p> <p><b>5. Never procrastinate your planned study session.</b></p> <p>Its very easy, and common, to put off your study session</p>		
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		<p>because of lack of interest in the subject, because you have other things you need to get done first or just because the assignment is hard. Successful students DO NOT procrastinate studying. If you procrastinate your study session, your studying will become much less effective and you may get everything accomplished that you need to. Procrastination also leads to rushing, and rushing is the number one cause of errors.</p> <p><b>6. Start with the most difficult subject first.</b></p> <p>As your most difficult assignment or subject will require the most effort and mental energy you should start with it first. Once you've completed the most difficult work it will be much easier to complete the rest of your work. Believe it or not, starting with the most difficult work will greatly improve the effectiveness of your study sessions and your academic performance.</p>		
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		<p><b>7. Always review your notes before starting an assignment.</b></p> <p>Obviously, before you can review your notes you must first have notes. Always make sure to take good notes in class. Before you start each study session and before you start a particular assignment review your notes thoroughly to make sure you know how to complete the assignment correctly.</p> <p><b>.8. Make sure you're not disturbed whiles you're studying</b></p> <p>When you're disturbed while you're studying you (1) loose your train of thought and (2) you get distracted -- both of which will lead to very ineffective studying. Before you start studying find a place where you won't be disturbed.</p> <p><b>9. Use study groups effectively.</b></p> <p>Ever heard the phrase "two heads are better than one"? Well this can be especially true when it comes to studying. Working in groups enables you to ( ) get help from other</p>		
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		<p>students when you're struggling to understand a concept, (2) complete assignments more quickly, and (3) teach others whereby helping both the other student and yourself to internalize the subject matter. However, study groups can become very ineffective if they're not structured and if groups members come unprepared. Effective students use study groups effectively.</p> <p><b>10. Review your notes, schoolwork and other class materials over the weekend.</b></p> <p>Successful students review what they've learned during the week over the weekend. This way they're well prepared to continue learning new concepts at the beginning of each week that build upon previous coursework and knowledge acquired the previous week.</p> <p><b>MANAGEMENT OF ACADEMIC STRESS TO</b></p>		
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5	10min	<p><b>IMPROVE THE COPING STRATEGIES FOR STUDENTS</b></p> <p>Students too often deal with anxiety. Schools are ever more competitive. Students worry about what others are doing, rather than building their own identity and appreciating who they are. Take action to be optimistic and to fulfill your potential without undue anxiety and stress. If stress becomes overwhelming, talk to a counselor on campus or make an appointment with a doctor or psychologist.</p> <p><b>Visualize Positive Outcomes</b></p> <p>Spend time before sleep or first thing in the morning sitting quietly and visualizing positive outcomes for the goals set for the school years. Let your mind build a set of scenarios that show the joy felt at achieving goals and moving forward in life. Positive visualization helps to build optimism and self-</p>	explaining	listening
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		<p>confidence.</p> <p><b>Have Role Models</b></p> <p>Emulate people who have had successes that you admire. Get to know mentors at school, while volunteering, in part-time jobs, in the local community or in your family. Read about the lives of famous athletes, politicians or people in a career of interest. Learn about the struggles mentors have had during their career paths and the techniques they used to overcome difficult times.</p> <p><b>Focus on Priorities</b></p> <p>Peer pressure is an enormous source of stress for students. It is crucial to focus on priorities and ignore peer pressure that encourages you to act in ways that are detrimental. Write down your priorities and keep the list in a noticeable spot,</p>		
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		<p>elaborate the management of academic stress to improve the coping strategies for students</p>	<p>such as on a bulletin board. Include small goals, as well as long-term goals, and celebrate when you reach each one.</p> <p>Focusing on priorities is a tool to avoid procrastination and to move along with the hard work required to achieve goals.</p> <p><b>Exercise Regularly</b></p> <p>Exercise reduces academic stress. Regular exercise, at least thirty minutes three times a week, will help the body to release toxins and to function optimally. Exercise also promotes deep slumber and lessens insomnia. Use a daily organizer to track when you have exercised and other daily goals, including schoolwork.</p> <p><b>Importance of Sleep</b></p> <p>Many students are constantly sleep deprived. Teenagers and young adults require at least eight hours of sleep to function at their best. Scrimping on sleeps slows down intellectual vigor</p>		
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			<p>and leads to lack of energy and motivation.</p> <p><b>Make Friends</b></p> <p>Join several activities such as clubs on campus or campus sporting teams. Get involved in activities, and make new friendships through them. Friends can be a source of academic stress relief. Having people you share activities and time with helps banish isolation and depression. Friends are an invaluable resource for information about campus life. They also function as encouragers to talk to during difficult times.</p> <p><b>Meditate</b></p> <p>Find a quiet place to meditate on campus somewhere. Some people like to meditate outdoors in nature, and others like to find a quiet chair, <u>couch</u> or spot on the floor somewhere in the buildings on campus. Take 10 to 30 minutes a few times a week to clear the mind of anxiety, stress and depression by</p>		
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			<p>meditating. Sit quietly and let stress flow out of the body as the mind calms and the body relaxes.</p>		
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## தனிநபர் குறித்த விபரம்

1. வயது வருடங்களில்
  - ய) 13-15 [ ]
  - டி) 16-18 [ ]
2. பாலினம்
  - ய) ஆண் [ ]
  - டி) பெண் [ ]
3. பராமரிப்பவர்
  - ய) பெற்றோர் [ ]
  - டி) ஒற்றை பெற்றோர் [ ]
  - உ) உறவினர் [ ]
  - ன) மற்றவரை(குறிப்பிடவும்) [ ]
4. மதம்
  - அ) இந்து [ ]
  - ப) முஸ்லிம் [ ]
  - ச) கிருஸ்துவம் [ ]
  - டி) மற்றவை [ ]
5. பராமரிப்பவரின் கல்வி நிலை
  - ய) படிப்பறிவு இல்லாமை [ ]
  - ப) தொடக்க நிலை [ ]
  - உ) மேல் நிலை [ ]
  - டி) பட்டதாறி ரு மேற்பட்டவை [ ]
6. பராமரிப்பவரின் தொழில் நிலை
  - அ) வேலையில்லாதவர் [ ]
  - டி) தினக்கூழி [ ]
  - உ) சுயத்தொழில் [ ]
  - ன) தனியார் ஊழியர் [ ]
  - ந) அரசு ஊழியர் [ ]
7. குடும்பத்தின் அமைப்பு
  - அ) தனிக் குடும்பம் [ ]
  - டி) கூட்டுக் குடும்பம் [ ]
  - உ) உடைந்துபோனவை [ ]
8. குடும்ப மாத வருமானம்
  - ய) ரூ.3000க்கு கீழ் [ ]
  - டி) ரூ.3001-ரூ.6000 [ ]
  - உ) ரூ.6001க்கு மேல் [ ]

9. உடன்பிறந்தவர்களின் எண்ணிக்கை

ய) 0

[ ]

டி) 1

[ ]

உ) 2

[ ]

ன) 3 ரூ மேல்

[ ]

10. ஆண்டின் மதிப்பீடு

ய) சராசரிக்கு கீழ்

[ ]

டி) சராசரி

[ ]

உ) சராசரிக்கு மேல்

[ ]

11. பொழுதுபோக்கு அம்சம்

ய) புத்தகம் படித்தல்

[ ]

டி) பாடல் கேட்டல்

[ ]

உ) உள் விளையாட்டு

[ ]

ன) வெளி விளையாட்டு

[ ]

ந) மற்றவை (குறிப்பிடுக)

[ ]

## பிற்சேர்க்கை - அ

### கல்வியலில் மாணவர்களுக்கு உண்டாகும் மன அழுத்தம் குறித்த அளவுகோள்

பள்ளியில் வெவ்வேறான காரணங்கள் மூலம் மாணவர்களுக்கு ஏற்படக்கூடிய மன அழுத்தத்தை குறித்த நாற்பது உறுப்புகளை கொண்டுள்ளது இந்த அளவுகோள். நீங்கள் எந்த அளவு மன அழுத்தத்தை உணர்கிறீர்கள் என்பதை பின் வரும் வாக்கியத்தை படித்து அதற்கேற்ப நேராக உள்ள ஏதேனும் ஒரு கட்டத்தில் டிக் குறியிடுங்கள்.

உங்களுக்கு மன அழுத்தத்தின் படி அறவே இல்லாத நிலைஇ சிறிய அளவுஇ மிதமான நிலைஇ பெரிதான அளவில் மன அழுத்தம் மற்றும் கடுமையான மன அழுத்தம் இவற்றை ஒன்றில் குறிப்பிட்ட கட்டங்களில் குறியிடுங்கள்.

வ.எண்	பொருளடக்கம்	அறவே இல்லாத	சிறிய அளவு	மிதமான நிலை	பேரிதான அளவு	கடுமையான நிலை
1	ஆசிரியர்கள் மாணவர்களிடம் மிகவும் அதிகமான கோரிக்கைகளை முன்வைக்கிறார்கள்.	0	1	2	3	4
2	சில பாடங்களின் மீதான குறைந்த ஆர்வம்.	0	1	2	3	4
3	பெற்றோர்களிடம் தீற்றறிக்கை.	0	1	2	3	4
4	கற்பித்தல் எங்களுக்கு நகைச்சுவை உணர்வுகளோடு இல்லை.	0	1	2	3	4
5	படிக்கும் நேரத்தில் கவனக் குறைவு.	0	1	2	3	4
6	படித்தவைகளை நியாபகம் வைத்துக் கொள்வதில் கஷ்டம்.	0	1	2	3	4
7	தேர்வை பற்றிய கவலை.	0	1	2		4
8	குறைந்த தன்நம்பிக்கை.	0	1	2	3	4
9	ஆசிரியர்கள் எங்களின் கருத்தை கவனிப்பதில்லை.	0	1	2	3	4
10	நண்பர்கள் அல்லாத பள்ளி அளவளார்களுடனான முறன்பாடு.	0	1	2	3	4
11	ஆசிரியர்கள் அதிகமான தண்டனை வகுப்புகளில் தருகிறார்கள்.	0	1	2	3	4

12	தேர்வு எழுதிய பிறகு தேர்வு முடிவுகளை பற்றிய கவலை.	0	1	2	3	4
13	ஆசிரியர்களிடம் விரிவான விளக்கம் கேட்க தயக்கம்.	0	1	2	3	4
14	ஆசிரியர்களின் ஒரு பக்கம் செய்கிற மனப்பாங்கு.	0	1	2	3	4
15	வீட்டில் படிப்பதற்கு போதுமான வசதியின்மை.	0	1	2	3	4
16	எவ்வாறு தேர்விற்கு தயாராவது என்பது தெரியவில்லை.	0	1	2	3	4
17	வகுப்பில் தன்னம்பிக்கை இல்லாது இருத்தல்.	0	1	2	3	4
18	ஆசிரியர்களை சந்திப்பதற்கு போதுமான வசதியின்மை.	0	1	2	3	4
19	ஆசிரியர்கள் மாணவர்களின் மீது சமூக பொருளாதார நிலையை செலுத்துகிறார்கள்.	0	1	2	3	4
20	புடத்திட்டத்துடன் மெதுவாக தொடர்ந்து செல்லுதல்.	0	1	2	3	4
21	தேர்வு மிகவும் கடினமானதாகவும் மேலும் விடைதாள்கள் சரியாக மதிப்பீடப் படுவதுமில்லை.	0	1	2	3	4
22	திட்டமிட்ட பாடத்தை சரியான நேரத்தில் முடிக்க இயலாமை.	0	1	2	3	4
23	ஆசிரியர்களுக்கும் மாணவர்களுக்குமான தொடர்பு குறைவாக உள்ளது.	0	1	2	3	4
24	ஆசிரியர்களின் ஒரே மாதிரியான பாடம் நடத்தும் முறை.	0	1	2	3	4
25	வகுப்பறையில் கலந்தாய்வு போதுமானதாக இல்லை.	0	1	2	3	4
26	மாணவர்களிடையே பரஸ்பரம் உதவும் முறை குறைவாக உள்ளது.	0	1	2	3	4
27	தாய்மொழியைத் தவிர பிற மொழிகளைப் பேசும் போது சேர்சொறிவு குறைவாக உள்ளது.	0	1	2	3	4
28	வேளிப்படையாக பேசுவதில் கஷ்டம்.	0	1	2	3	4
29	ஆசிரியர்கள் கரும்களாகையை தெளிவாக உபயோகிப்பதில்லை	0	1	2	3	4

	மேலும் அவர்கள் வேகமாக செயல்படுகிறார்கள்.					
30	ஆசிரியர்களுக்கு மாணவர்களிடம் ஆர்வமின்மை.	0	1	2	3	4
31	தேர்வுக்குறிய சில பாடத்திட்டம் கடினமாக உள்ளது.	0	1	2	3	4
32	தாழ்வு மனப்பான்மை.	0	1	2	3	4
33	பெற்றோர்களிடத்தில் கல்வி நிலையில் ஏற்படக்கூடிய தோழ்யை பகிர்ந்து கொள்ள முடிவதில்லை.	0	1	2	3	4
34	பாடத்திட்டத்தை சரியாக கிரகித்துக்கொள்ள முடியவில்லை.	0	1	2	3	4
35	நிறைவில்லாத மற்றும் குழப்பமான பாடத்திட்டம்.	0	1	2	3	4
36	தேர்விற்காக கடைசி நேரம் வரை தயார் செய்தல்.	0	1	2	3	4
37	பாடத்திற்கு உரிதான முக்கியத்துவம்.	0	1	2	3	4
38	எதிர் பாலினத்தினோடு இருப்பதற்கு கஷ்டப்படுதல்.	0	1	2	3	4
39	பாடத்திற்கு உரிதான அறிவு ஆசிரியர்களுக்கு குறைவாக உள்ளது.	0	1	2	3	4
40	ஆய்வுக்கூடம் மற்றும் நூலக வசதி பற்றாக்குறை.	0	1	2	3	4

கணக்கிடுதலின் விளக்கம்  
அதிகபட்ச மதிப்பீடு : 160  
குறைந்தபட்ச மதிப்பீடு :40



**பிற்சேர்க்கை - இ**

**மாணவர்கள் மன அழுத்தத்தை சமாளிக்கும் விதம் குறித்த வினா பட்டியல்**

பெயர் :

வயது:

பதவி வரிசை:

விளக்கம் : கீழ்க்கண்டவற்றை படித்து உங்களுக்கு தகுந்த கட்டத்தில் டிக் மார்க் செய்க

உள்ளுரை	ஒருபோதுமில்லை	எப்போதாவது	அடிக்கடி	தொடர்ச்சியாக
1. படிதால் அல்லது அதற்கு பதிலான செயல்திறன் மூலம் இலகுவதால்.	0	1	2	3
2. மற்றவர்களிடம் பேசி கவலையை பகிர்ந்து கொள்ளுதல்.	0	1	2	3
3. நிகழ்சியின் தெளிவான பக்கத்தை பார்க்க முயற்சித்தல்.	0	1	2	3
4. உங்களின் எண்ணத்தை மாற்றிக்கொண்டு வாழ்கைக்கு என்ன முக்கியம் என்பதை கண்டறிதல்.	0	1	2	3
5. பிரச்சனைகளை மிகவும் அபாயகரமானதாக எடுத்துக் கொள்வதில்லை.	0	1	2	3
6. உங்களுடைய நிலையில் நின்றுகொண்டு தங்களுக்கு தேவையானதை பெற முயற்சித்தல்.	0	1	2	3
7. பிரச்சனைக்கான வெவ்வேறான விடைகானளை	0	1	2	3

கொண்டுவற முயற்ச்சித்தல்.				
8. உறவினர்கள் மற்றும் நண்பர்களிடம் ஆலோசனை பெற முறச்சித்தல்.	0	1	2	3
9. உங்களைக் குறித்த சில விசயங்களை மாற்றிக் கொள்வதன் மூலமாக பிரச்சனைகளை நிர்வாகித்தல்.	0	1	2	3
10. ஒரே மாதிரியான பிரச்சனைகளை சமாளிக்க மற்றவர்களின் அனுபவத்தை உபயோகித்தல்.	0	1	2	3
11. மனதிற்கினைய நண்பர்களை தேடுதல் மற்றும் பலவகை கேளிக்கை செயல் திறங்களில் சுருகருப்பாக இணைத்தல்.	0	1	2	3
12. உங்களுடைய மனநிறைவின்மை இ வருத்தம் இ துயரம் இ மற்றும் கோபம் ஆகியவற்றை கட்டுப்படுத்த முயற்ச்சித்தல்.	0	1	2	3
13. தற்காலிகமாக கவலையை புறக்கணிப்பதற்காக அதிலிருந்து விடுபட 2முயற்ச்சித்தல்.	0	1	2	3
14. புகைபிழத்தல் மது அறுந்துதல் மற்றும் உட்கொள்ளுதல் போன்ற பழக்க வழக்கங்களை பயன்படுத்தி	0	1	2	3

கவலையில் இருந்து வெளி வர முயற்ச்சித்தல்.				
15. காலம் தற்போதைய நிலையை மற்றும் என்றும் காத்திருப்பது மட்டுமே உங்களாள் முடியும் என்றும் எண்ணுதல்	0	1	2	3
16. எல்லா வற்றையும் மறக்க முயச்சித்தல்.	0	1	2	3
17. பிரச்சனைக்கான தீர்வு கான மட்றவை சார்ந்திருத்தல்.	0	1	2	3
18. பிரச்சனையை தீர்க்க உண்மையை ஒத்துக் கொள்வதை தவிர வேற எதுவும் வழி இல்லை.	0	1	2	3
19. தற்போதைய பிரச்சனை தீர வாய்ப்பிற்குறிய நிகழ்ச்சி நடக்க இருப்பதாக கற்பனை செய்தல்.	0	1	2	3
20. சுய ஆறுதல் அடைதல்.	0	1	2	ள3

கணக்கிடுதலின் விளக்கம்  
அதிகபட்ச மதிப்பீடு : 60  
குறைந்தபட்ச மதிப்பீடு : 20

**பாடம்**

**கல்வி திறன் முறைகள்**

## மாணவர்களின் விவரம்

தகுதி	:	எம்.எஸ்.சி. (நர்சிங்) இரண்டாம் ஆண்டு
பாடம்	:	கல்வி திறன் முறைகள்
பகுதி	:	13 முதல் 18 வயதுடைய மாணவர்கள்
இடம்	:	அரசினர் மேல்நிலைபள்ளி, சோத்துப்பாக்கம்
குறிப்பிட்ட நேரம்	:	45 நிமிடம்
மாணவர் ஆசிரியர்	:	எஸ்.ஜெயந்தி
பாடம் நடத்தும் முறை	:	கற்பித்தல் மற்றும் கலந்துரையாடல் முறை, சார்ட், கை வண்ணம்

வ. எண்	குறிக்கோள்	நேரம்	பொருளடக்கம்	கற்பித்தவரின் செயல்	குழுவின் மாணவர்களின் செயல்
1		2 நிமிடம்	<p><b>முன்னுரை :</b></p> <p>ஒவ்வொரு மனிதனும் எதாவது ஒரு சூழ்நிலையில் மனஅழுத்தத்தை சந்திக்கிறார்கள். ஒரு சில சூழ்நிலையில் அதிக மன அழுத்தத்தை ஏற்படுத்தும் பொழுது உடல்நீதியான மாற்றங்கள் ஏற்படுகின்றன. இந்த சூழ்நிலை உருவாகும் போது மனஅழுத்தத்தை ஏற்படுத்தும் காரணிகள் உருவாகின்றன. இந்த மாற்றங்களாவன: அதிகமான நாடித் துடிப்பு, அட்ரின-ன் சுரப்பி அதிகமாக சுரக்கும், சீரான இரத்த ஓட்டம் இல்லாமை.</p> <p>அதிகமான மனஅழுத்தங்கள் ஏற்படும் பொழுது பெரிய அளவிலான பாதிப்புகளை நம்மிடையில் ஏற்படுத்துகின்றன. அந்த அழுத்தங்கள் உடல் ஓய்வு நிலையில் இருக்குபொழுது சற்றும் குறைவதில்லை.</p> <p>மனஅழுத்தத்தை சமாளிக்கும் முறைகள் பிரச்சனைகளை மேற்கொள்ளவும், குறைக்கவும், அல்லது சமாளிக்கவும் எதிர்மறையான என்னங்களை நீக்கி மனநிலையை அமைதிபடுத்தவும், உட-ல் ஏற்படும்</p>	விவரம் கூறுதல்	கவனித்தல்

வ. எண்	குறிக்கோள்	நேரம்	பொருளடக்கம்	கற்பித்தவரின் செயல்	குழுவின் மாணவர்களின் செயல்
2.	மன அழுத்தம், சமாளிக்கும் உத்தி, கல்வியில் மன அழுத்தம் மற்றும் கல்வி திறனின் பொருள்	5 நிமிடம்	<p>மன அழுத்த காரணிகளை குறைக்க உதவுகிறது.</p> <p><b>வரையறை :</b>  <b>மன அழுத்தம்</b>  மன அழுத்தம் உடல்நீதியாகவும், மனநீதியாகவும் அல்லது உணர்ச்சி காரணிகள் பதிபான அழுத்தத்தை உட - ல் அல்லது மனதில் ஏற்படுத்துகின்றன. உள்வியல் சூழ - ல், மனதளவில், சமூக சூழ்நிலையில் பெரியளவில் அழுத்தத்தை ஏற்படுத்துகிறது. மன அழுத்தம் நரம்புமண்டலத்தில் மற்றும் உட்கரப்பியிகளிலும் சிக்கலான எதிர்வினையான மாற்றங்களை துவங்க ஆரம்பிக்கின்றன.</p> <p><b>சமாளிக்கும் உத்திகள்</b>  சமாளிப்பதென்பது நமது மனதையும், செயலையும் எவ்வாறு மன அழுத்தத்தின்மீது பயன்படுத்துகிறோம். பொதுவாக மாணவர்கள் பிரச்சனைகளை சமாளிக்கும் வழிகள் உள்ளதென்பதை அரிவதில்லை.</p>	விவரம் கூறுதல்	கவனித்தல்

வ. எண்	குறிக்கோள்	நேரம்	பொருளடக்கம்	கற்பித்தவரின் செயல்	குழுவின் மாணவர்களின் செயல்
			<ul style="list-style-type: none"> <li>பிரச்சனைகளை சார்ந்தது : சமாளிக்கும் உத்திகளின் மூலமாக பிரச்சனைகளை நேரடியாக சரியாக்கலாம்.</li> <li>மனரீதியான என்னங்களை சார்ந்தது : சமாளிக்கும் உத்திகளின் மூலமாக, என்னங்களினால் உண்டாகும் மன அழுத்தத்தை சரியாக்கலாம்.</li> </ul> <p><b>கல்வி மனஅழுத்தம்</b></p> <p>பள்ளிகளில் மற்றும் கல்வித் திட்டங்களினால் ஏற்படும் மனஅழுத்தத்தை கல்வி மனஅழுத்தம் எனப்படும்.</p> <p>ஒருவரின் கல்வியில் பட்டத்துடன் சேர்ந்து மனஅழுத்தமும் உண்டாகும். குறிப்பாக கல்லூரி மாணவர்களுக்கு கல்வி மனஅழுத்தம் மிகவும் அதிகமாக இருக்கும்.</p> <p><b>படிக்கும் திறன்கள் :</b></p> <p>கற்றல் மற்றும் செயல்முறை வாயிலாகவும், படிக்கும் வருடங்கள் வாயிலாகவும் ஏற்படும் திறன்களை படிக்கும் திறன் என்பார்கள். மனஅழுத்தம் என்பது ஒரு சில</p>		



வ. எண்	குறிக்கோள்	நேரம்	பொருளடக்கம்	கற்பித்தவரின் செயல்	குழுவின் மாணவர்களின் செயல்
			<p>சூழ்நிலைகளினால் இயற்கையாகவே ஏற்படும் மாற்றம் எந்த ஒரு மாணவன் தன் தகுதிக்கு மீறிய மனஅழுத்தத்தை உண்டாக்கும் போது நினைவாற்றல் திறன், கற்கும் திறன் மற்றும் உடல்அளவிலும், மனதளவிலும்</p> <p><b>சத்து அற்ற உணவு :</b></p> <p>குறைவான சத்து மற்றும் சரிவிகித சத்து இல்லாத உணவு உட்கொள்ளாத காரணத்தினால் மாணவர்கள் அதிகமாக மன அழுத்தத்திற்கு உள்ளாகின்றனர் என்று மருத்துவ ஆய்வாளர்கள் தெரிவிக்கின்றனர். சில உணவு பொருட்கள் உடலுக்கு பாதிப்பு ஏற்படுத்துகின்றன. அவைகள் கொழுப்பு, சோடா, இனிப்புகள், நொருக்கு தீனிகள், எண்ணெய்யில் பொறித்து எடுத்தவைகள். நல்ல சத்துள்ள உணவுகள் மன அழுத்தத்தை குறைக்க உதவும் அவைகள் காய்கறிகள், பழங்கள் மற்றும் கீரைகள் கல்வி திறன்களை விளக்குதல்</p>		

வ. எண்	குறிக்கோள்	நேரம்	பொருளடக்கம்	கற்பித்தவரின் செயல்	குழுவின் மாணவர்களின் செயல்
			<p><b>கல்வி திறன்கள்</b></p> <p>நல்ல மதிப்பு பெறுகின்ற மாணவர்களாக வெற்றி பெற வேண்டும் என்றால் சரியான கல்வி திறன்களை கடைபிடிக்க வேண்டும்.</p> <p>கல்வி திறன்கள் மாணவர்கள் எவ்வாறு மற்றும் எப்படி சிறந்த முறையில் படிக்கும் முறைகளை கற்றுக்கொடுக்கும்.</p> <p>கவனம், நேரத்தை கடைபிடிக்கும் முறைகள், தேர்வு பயிற்சிகள், மனப்பாடம் செய்யும் முறை, பாடத்தை குறிபெடுத்தல் இவை அனைத்தும் ஒரு மாணவனுக்கு கல்வி திறன் கற்று கொடுக்கிறது.</p> <p>கல்வி திறனை பின்பற்றுவதினால் பள்ளியில் நல்ல மதிப்பெடுப்பது மட்டும் இல்லாமல் மாணவர்களுடைய திறன்கள், வாழ்க்கையில் சிறந்து வழங்கவும் உதவும்.</p>		

வ. எண்	குறிக்கோள்	நேரம்	பொருளடக்கம்	கற்பித்தவரின் செயல்	குழுவின் மாணவர்களின் செயல்
			<p><b>கல்வி திறன்கள்</b></p> <p>எல்லோருடைய எண்ணங்கள் ஒரு மாணவன், பிறக்கும் பொழுதே அறிவு ஆற்றல் மிகுந்தவனாக பிறக்கின்றான் என்று உண்மைதான் சில மாணவர்கள் ஒரு சிரமமும், முயற்சி செய்யாமலே சிறந்து வழங்குகிறார்கள்.</p> <p>ஆனால் பெரும்பாலான மாணவர்கள் சிறந்த கல்வி திறன்களை பின்பற்றுவதினால் முதல் மாணவனாக விளங்குகிறார்கள்.</p> <p>ஆதலால் நீங்களும் சிறந்த மாணவனாக விளங்க வேண்டும் என்றால் கீழ்காணும் கல்வி திறன்களை பின்பற்றுங்கள்.</p> <p><b>மனஅழுத்தத்தை குறைக்கும் உணவுகள்</b></p> <p>நார்ச்சத்துள்ள உணவு</p> <p>குறைந்த கொழுப்புள்ள உணவுகள்</p> <p>பழங்கள்</p> <p>காய்கறிகள்</p>		

வ. எண்	குறிக்கோள்	நேரம்	பொருளடக்கம்	கற்பித்தவரின் செயல்	குழுவின் மாணவர்களின் செயல்
3,	மன அழுத்தத்தை ஏற்படுத்தும் பொதுவான காரணங்களை குறிப்பிடுக	5 நிமிடம்	<p><b>பொதுவான காரணங்கள் – மாணவர்களின் மனஅழுத்தம் தூக்கமின்மை :-</b></p> <p>சரியான தூக்கம் இன்மை மனஅழுத்தத்திற்கு வழிவகுக்கும்.</p> <p>தூக்கம் – உடலுக்கும், மூளைக்கும் புத்துணர்வு அளிக்கும். நோய் எதிர்ப்பு திறனுக்கு வழிவகுக்கும்.</p> <p>தூக்கமின்மை – படிப்பு திறனையும், கவனத்திறனையும் குறைக்கும்.</p> <p>ஆரோக்கியமான தூக்கம் – 8.25 to 9.25</p> <p>கல்வி தொடர்பான மனஅழுத்தம்</p> <p>கல்வி தொடர்பான வேலை பலவினால் மன அழுத்தம் ஏற்படும் வாய்ப்புகள் அதிகம்.</p>	விவரம் கூறுதல்	கவனித்தல்
4.	கல்வி திறன் முறைகளை விளக்குக	10 நிமிடம்	<p><b>சிறப்பான கல்வி திறன்கள்</b></p> <p><b>1. மொத்தமாக சேர்த்து படிப்பதை தவிர்த்தல் :</b></p> <p>மாணவர்கள் மொத்தமாக சேர்த்து வைத்துப் படிப்பதால்</p>	விவரம் கூறுதல்	கவனித்தல்

வ. எண்	குறிக்கோள்	நேரம்	பொருளடக்கம்	கற்பித்தவரின் செயல்	குழுவின் மாணவர்களின் செயல்
			<p>மன அழுத்தம். குழப்பமான மனநிலையில் ஏற்படும்.</p> <p>படிப்பில் வெற்றிப்பெற அன்றைய பாடங்களை அன்றே படிப்பதும், படிப்பிற்காக நேரம் ஒதுக்குவது உதவும்.</p> <p><b>2. திட்டமிட்டுப் படித்தல் :</b></p> <p>படிக்க வேண்டிய பாடங்களை திட்டமிடுதல்</p> <p>திட்டமிட்டதை தவறாமல் படித்தல்</p> <p><b>3. தின</b></p> <p>தினமும் படிக்கும் பழக்கம் மேற்கொள்ளுதல் ஒவ்வொரு நாளில் வார இறுதியில் படிப்பிற்கு நேரம் ஒதுக்குதல்</p> <p>மனதளவில் படிப்பதற்கு தயராகுதல்</p> <p><b>4. குறிகோள் வைத்துப் படித்தல்</b></p> <p>படிப்பிற்கு நேரம் ஒதுக்கம் போது படிக்க வேண்டிய பாடங்களை முடிக்கும் குறிகோளுடன் படிக்க வேண்டும்.</p>		

வ. எண்	குறிக்கோள்	நேரம்	பொருளடக்கம்	கற்பித்தவரின் செயல்	குழுவின் மாணவர்களின் செயல்
			<p><b>சரியான உணவு உண்ணாமை :</b></p> <p>சரியான உணவு உண்ணாமை, ஆரோக்யமற்ற உணவு பழக்கம் மன அழுத்தத்தை அதிகரிக்கும்.</p> <p>மன அழுத்தத்தை அதிகரிக்கும் <b>உணவு வகைகள்</b></p> <ul style="list-style-type: none"> <li>• அதிக கொழுப்பு சத்துள்ள உணவு</li> <li>• காஃபின்</li> <li>• சர்க்கரை</li> <li>• கார்போஹைட்ரேட் (சுத்திகரிக்கப்பட்டவை)</li> <li>• புத்துணர்வு பாணம்</li> </ul> <p><b>5. திட்டமிட்ட பாடத்தை தள்ளிபோடாமல்</b></p> <p>திட்டமிட்ட பாடங்களை தள்ளிபோடாமல் அன்றே முடிப்பது நற்கல்விக்கு வழிவகுக்கும்.</p> <p><b>6. கடினமாக பாடங்களை முதல் படித்தல்</b></p> <p>மாணவர்கள் கடினமாக கருதும் பாடங்களை படிக்க அதிக முயற்சியும் புத்துணர்வும் தேவை.</p> <p>ஆதலால் அவ்வாறான கடின பாடங்களை முதல் படித்தல் சிறந்தது.</p>		

வ. எண்	குறிக்கோள்	நேரம்	பொருளடக்கம்	கற்பித்தவரின் செயல்	குழுவின் மாணவர்களின் செயல்
			<p><b>7. படிக்குமுன் பாடக்குறிப்புகளை சரிபார்த்தல்:-</b></p> <p>மாணவர்கள் படிக்குமுன் வகுப்பறையில் எடுத்த குறிப்புகளை சரிபார்த்தல் பாடங்களை விரிவாக முடிக்க வகைசெய்யும்.</p> <p><b>8. குழு படிப்பின் உபையோகம் :-</b></p> <p>தனி மரம் தோப்பாகாது என்பதுபோல் குழுவாக இணைந்து படித்தால் இருவரின் பகிர்ந்தளித்த- ன் மூலம் நிறைய செய்திகளை அறியலாம்.</p> <p>1. புரியாதர பாடங்களை மற்ற மாணவர்களிடம் கேட்டு படிக்கவும்.</p> <p>2. பாடப்பிரிவுகளை விரைவாக முடித்தல்.</p> <p>3. மற்ற மாணவர்களுக்கு பாடப்பகுதியில் உதவி செய்து நாமும் நம் அறிவை வளர்த்து கொள்வோம்.</p> <p>4. ஒரு குழுமையான பாடப்பகுதி சரியாக அமையவல்லை என்றால் அது உபயோகம் அற்றது.</p>		

வ. எண்	குறிக்கோள்	நேரம்	பொருளடக்கம்	கற்பித்தவரின் செயல்	குழுவின் மாணவர்களின் செயல்
5.	கல்வி மன அழுத்தத்தை மேற்கொள்ளும் சமாளிக்கும் உத்திகளை விவரித்தல்	15 நிமிடம்	<p><b>9. வார இறுதியில் நம் கற்ற பாடங்களை திரும்பவும் படிக்கவும்</b></p> <p>வெற்றி பெற்ற மாணவர்கள் வார இறுதியில் திரும்பவும் படித்து வெற்றிகோப்பை அடைகின்றன.</p> <p><b>மாணவர்களின் மனஅழுத்தம் சரிபடுத்தும் முறைகள் :-</b></p> <p>மாணவர்கள் அதிக பயத்தை மேற்கொள்கின்றன.</p> <p>மாணவர்கள் அதிக போட்டியை பள்ளியில் சந்திக்கின்றன.</p> <p>மற்ற மாணவர்களை பார்த்து நம்மால் முடியாது என்று வருத்தப்படுகிறார்கள். ஆனால் நம்மால் முடியும் என்று மன நம்பிக்கை இல்லை.</p> <p>ஆதலால் மாணவர்கள் தம்முடைய இயலாமை தவிர்த்து நம்மால் முடியும் என்று பயம் மனஅழுத்தம் ஆகியவற்றை எதிர்த்து போராடி வெற்றி பெற வேண்டும்.</p> <p>மனஅழுத்தம் அதிகமானால் பள்ளியில் ஆசிரியர்களையே அல்லது மருத்துவரையோ அணுகவும்.</p>	விவரம் கூறுதல்	கவனித்தல்



வ. எண்	குறிக்கோள்	நேரம்	பொருளடக்கம்	கற்பித்தவரின் செயல்	குழுவின் மாணவர்களின் செயல்
			<p>நன்மையான விஷயத்தை செய்தல்</p> <p>தூங்கும் முன்பு சில நிமிடங்கள் நம்மை ஆராய்ந்து பார்க்க வேண்டும்.</p> <p>காலையில் அமைதியான சூழ-ல் படிக்க வேண்டும்.</p> <p>நல்ல விஷயங்களை நினைப்பதின் மூலம் தன்னம்பிக்கை வளர்க்கவும்.</p> <p><b>முன் உதாரணம் :-</b></p> <p>தடைகள் பல இருப்பின், வெற்றி மிக அருகினில் ஒவ்வொரு மனிதனின் வாழ்க்கையிலும் மனஅழுத்ததும், தடைகளும், வெற்றியும் தோல்வியும் வந்து போகும். ஆனால் தோல்வியும், மனஅழுத்தமும் மிகவும் காயப்படுத்தும் நிரந்தரமல்ல.</p> <p>வெற்றி பெற்ற முன்னோர்களில் வாழ்க்கையிலும் தடைகள் இருந்தன. அவற்றை சரிசெய்து வெற்றி எனும் கோப்பையை தட்டி சென்றுள்ளனர்.</p>		

வ. எண்	குறிக்கோள்	நேரம்	பொருளடக்கம்	கற்பித்தவரின் செயல்	குழுவின் மாணவர்களின் செயல்
			<p>ஒவ்வொரு தடையையும் புரிந்து கொண்டு அதை சரி செய்யும் உத்தியை தெரிந்து கொண்டால், அதை வெற்றி பாதையில் நடைமுறைப்படுத்தி வெற்றியை அடையலாம்.</p> <p><b>தினம்தோறும் உடற்பயிற்சி :</b></p> <p>உடற்பயிற்சி மனஅழுத்தத்தை குறைக்கும்.</p> <p>தினம்தோறும் உடற்பயிற்சி, அரை மணிநேரம் மூன்று வேலை ஒரு வாரத்திற்கு மேற்கொள்ளவும்.</p> <p>உடற்பயிற்சியின் உதவியால் உட - ன் மனஅழுத்தம் குறையும்.</p> <p>உடற்பயிற்சியினால் தூக்கம் இன்மை குறைகிறது.</p> <p>கற்றுகொடுப்பவரின் உதவியால் தினமும் உடற்பயிற்சியை மேற்கொள்ளவும்.</p> <p><b>தூக்கத்திற்கு முக்கியத்துவம் அளித்தல்</b></p> <p>அதிகமாக மாணவர்களுக்கு தூக்கம் மிகவும் முக்கியம். இளம்வயதில் குறைந்தபட்சம் எட்டு மணி நேரம்மாவது தூக்கம் அவசியம்.</p>		

வ. எண்	குறிக்கோள்	நேரம்	பொருளடக்கம்	கற்பித்தவரின் செயல்	குழுவின் மாணவர்களின் செயல்
			<p><b>நண்பர்களின் உதவியை பேணுதல் :-</b></p> <p>அரங்கத்துடன் சேர்ந்தால் நல்ல பழக்கவழக்கம் உருவாகும்.</p> <p>இந்த பழக்க வழக்கங்களால் புதிய நண்பர்கள் உருவாகும்.</p> <p>நண்பர்களால் மனஅழுத்தம் குறையும்.</p> <p>தனிமையிலும் மனஅழுத்தத்திலும் இருக்கும்போது நண்பர்களிடம் உணர்ச்சியை பகிர்ந்து கொள்ளவும்.</p> <p>வாழ்க்கையின் தகவலுக்கு நண்பர்கள் மிகவும் அவசியம்.</p> <p>கஷ்டத்தில் இருக்கும்போது நண்பர்களை உனக்குவிக்கவும்.</p> <p><b>யோகாசனம் :-</b></p> <p>அமைதியான சூழ- ல் யோக பயிற்சி செய்யவும்.</p> <p>ஒருசிலர் இயற்கை சூழ- ல் யோக செய்வதை</p>		

வ. எண்	குறிக்கோள்	நேரம்	பொருளடக்கம்	கற்பித்தவரின் செயல்	குழுவின் மாணவர்களின் செயல்
			<p>விரும்புவார்கள், மற்றும் பலர் நாற்கா—, வீடுகளில் யோக செய்வதை விரும்புவார்கள்.</p> <p>குறைந்தபட்சம் அரைமணி நேரம் யோக செய்வதால் பயம், மனஅழுத்தம், கஷ்டம் குறையும்.</p> <p>அமைதியான சூழ—ல் யோக செய்வதால் உட—ன் மனஅழுத்தம் வெளியேறும், மூளையும் உடலும் நல்ல முறையில் இயலும்.</p>		



**ADHIPARASAKTHI COLLEGE OF NURSING**  
**MELMARUVATHUR - 603 319.**



Kancheepuram District, Tamil Nadu, INDIA  
Phone : 044 - 27529581(Office), 044 - 27529089 (Principal)

www.apcon.org e-mail: apcon\_mel@yahoo.com, contactapcon@gmail.com

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**Dr. N. KOKILAVANI, M.Sc.(N), M.A., M.Phil., Ph.D.,**  
Principal.

To

The Principal  
Government Higher Secondary School  
Sothupakkam  
Kancheepuram District.

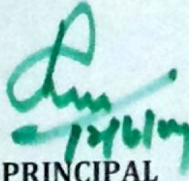
SUB; Requesting permission for Research Project- (MSc Nursing) – Reg.


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Sir/ Madam

Greetings from principal, Adhiparasakthi College of Nursing, Melmaruvathur. This is for your kind information that is our post graduate Msc Nursing II year student Miss. S. Jayanthi is planning to conduct a research project on “ **A STUDY TO ASSESS THE EFFECTIVENESS OF STUDY SKILL TECHNIQUES TO REDUCE STRESSES AND IMPROVE COPING STRATEGIES AMONG HIGHER SECONDARY SCHOOL STUDENTS, SOTHUPAKKAM**” Under the Tamil Nadu Dr M.G.R Medical University, Chennai. So we request you to kindly permit our student to conduct her research in your institution. we will abide the rules and regulations of the institution. Kindly consider and do the needful.

Thanking you,

  
PRINCIPAL

  
தலைவர் ஆசிரியர்  
அரசினர் மேல்நிலைப்பள்ளி,  
சோத்துப்பாக்கம் - 603 319  
காஞ்சிபுரம் மாவட்டம்







**ADHIPARASAKTHI COLLEGE OF NURSING**  
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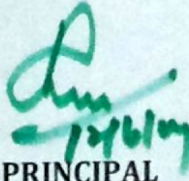
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அரசினர் மேல்நிலைப்பள்ளி,  
சோத்துப்பாக்கம் - 603 319  
காஞ்சிபுரம் மாவட்டம்



## CERTIFICATE FOR CONTENT VALIDITY

This is to certify that the tool developed by Miss. S. Jayanthi, MSc,(PSYCHIATRIC NURSING) II year student of Adhiparasakthi College of Nursing for her study on **“EFFECTIVENESS OF STUDY SKILL TECHNIQUES TO REDUCE STRESS AND IMPROVE COPING STRATEGIES AMONG HIGHER SECONDARY SCHOOL STUDENTS AT GOVERNMENT HIGHER SECONDARY SCHOOL, SOTHUPAKKAM, MELMARUVATHUR”** is validated by the undersigned and can proceed with this tool for the main study.

Date : 27/07/2014

Place: Coimbatore



Signature

Assistant Professor

Mental Health Nursing Department

PSG College of Nursing

Coimbatore





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Sothupakkam  
Kancheepuram District.

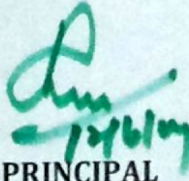
SUB; Requesting permission for Research Project- (MSc Nursing) – Reg.


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Sir/ Madam

Greetings from principal, Adhiparasakthi College of Nursing, Melmaruvathur. This is for your kind information that is our post graduate Msc Nursing II year student Miss. S. Jayanthi is planning to conduct a research project on “ **A STUDY TO ASSESS THE EFFECTIVENESS OF STUDY SKILL TECHNIQUES TO REDUCE STRESSES AND IMPROVE COPING STRATEGIES AMONG HIGHER SECONDARY SCHOOL STUDENTS, SOTHUPAKKAM**” Under the Tamil Nadu Dr M.G.R Medical University, Chennai. So we request you to kindly permit our student to conduct her research in your institution. we will abide the rules and regulations of the institution. Kindly consider and do the needful.

Thanking you,

  
PRINCIPAL

  
தலைவரவர்கள் ஆசிரியர்  
அரசினர் மேல்நிலைப்பள்ளி,  
சோத்துப்பாக்கம் - 603 319  
காஞ்சிபுரம் மாவட்டம்

